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Student Attachment Levels in a Disciplinary Alternative Education Program Compared with an Alternative Education Program and Its Correlation Towards Later-Life Crime.

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Student Attachment Levels in a Disciplinary Alternative Education Program Compared with an Alternative Education Program and Its Correlation Towards Later-Life Crime.

By

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Dedication

This paper is dedicated to my loving Husband and Parents. Without your love and support all these years, I would not be where I am today. Thank you for pushing me to be all that I can be!

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Student Attachment Levels in a Disciplinary Alternative Education Program Compared with an Alternative Education Program and Its Correlation Towards Later-Life Crime.

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This study looked at the link between life-course crime and attachment levels in schools. The correlation between high attachment levels and lower adult criminal activity was first explained. Once this correlation was understood, attachment levels in alternative schools were studied. There are two main types of alternative schools: AEPs (Alternative Education Programs) and DAEPs (Disciplinary Alternative Education Programs). AEPs are often self-selected, meaning that the students have to apply and are usually not assigned; they are often long term. The DAEPs are set up by school districts to serve students who commit specific disciplinary or criminal offenses; the students are usually assigned at the DAEP for a short period of time, ranging from one day to six months. This study looked at whether one type of program yields higher attachment levels than the other.

One school of each type was surveyed in the central Texas area. The AEP had 261 participants in the survey; the DAEP had 102. The students ranged from 6th to 12th grade. A teacher focus group at the DAEP was also given a survey, as well as a post-survey questionnaire. The purpose of the teacher focus group was to see if the teacher perception of student attachment was accurate, and if they felt that anything needed to be changed at their school to yield higher attachment levels.

The student and teacher surveys were analyzed using SPSS. The results showed that the AEP is more successful than the DAEP at attaining higher attachment levels. The AEP students are happier with their school and like their teachers more than do the students at the DAEP.

The focus group illustrated that the teachers at the DAEP perceived that their students were happier than they really were. The focus group also showed that the teachers enjoyed working at their school and wanted to help the at-risk students, but did not want students to like it at the DAEP because they did not want the students to return. However, the teachers felt that success of their program was based on the rate of recidivism not on attachment levels.

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Chapter 1. Introduction

"Better build schoolrooms for 'the boy'" Eliza Cook once stated, "then cells and gibbets for 'the man'" (1818-1889, *A Song for Ragged Schools*). This study seeks to understand how school environments affect levels of attachment in students and what relationships may exist between student attachment to school and life-course crime. Life-course crime is a phenomenon that scientists have been trying to unlock for years. Why do some juveniles choose to continue to commit crimes into adulthood while others do not? The answer may very well lie in the schools.

Given the staggering over-crowdedness of prisons, people have begun to ask questions about what can be done to prevent crime. Some think that welfare programs are the answer, or that lawbreakers should be sent to rehabilitation clinics instead of prison cells, but perhaps answer-seekers should look earlier in an individual's experiences; perhaps they should go back to the beginning of the criminal's life. What happened in that offender's childhood that has lead to a life of crime? The answer may be found in school. Children generally spend 13 or more years of their lives in school. If children start off on the wrong foot at the beginning of their school careers, can anything be done to get them back on the right track? The United States Department of Education (USDOE) thinks that there are things that can be done to correct the child's trajectory. The USDOE suggests that alternative schools are places created for just that issue (U.S. Department of Education,1996). But are alternative settings really working? To understand the solution to the problem, one must first understand the problem.

Many juveniles commit crimes of varying degrees of severity during their adolescent years. Fortunately for society, most stop when they reach adulthood. The problem lies with those who do not stop. People who continue to commit crimes throughout their lives are often called life-course criminals. Researchers propose numerous theories to try to explain life-course criminals' behavior. In this study, I propose that all the current theories have limitations. This study explains different theories of delinquency, or why people actually commit criminal acts. These theories of delinquency can help explain what goes on during an offender's life to lead him/her into a life of crime. Once we understand why offenders offend, we can then begin to understand the schools' role in criminal behavior as well as the different theories that play into this role. Most importantly, we will then see how alternative schools have become the most important player in attempting to change the lives of these juvenile delinquents.

However, as I questioned earlier, it is important to inquire into whether alternative schools are really changing the students' lives and helping them become productive members of society, or are they instead just fostering the same type of environment that lead the students to crime in the first place? This study will look closely at two alternative schools, considering how each school impacts its students. Through a survey of the students that attend an Alternative Education Program and those attending a Disciplinary Alternative Education Program, the study considers if the two schools accomplish the goal set out for them. This study poses the following questions: 1. What are the current attachment levels in alternative schools? 2. Do certain alternative schools foster higher levels of attachment than others? 3. What do teachers perceive

attachment levels to be at their alternative schools? And finally, 4. Are alternative school teachers' perceptions of attachment on par with the actual attachment levels?

Chapter 2. Literature Review

Most teachers long to make a difference in the lives of their students. They want their students to grow up to become successful members of society. Sometimes, however, students act out and are unable to cope in conventional schools. These students are then sent to alternative schools, to hopefully be urged onto the right track of becoming successful members of society. This chapter explains the different facets of juvenile delinquency and alternative schools, including life-course crime, theories of delinquent behavior, schools effects on criminal behavior, school bonding and attachment theory, attachment to school and its effects on later life crime, and defines and differentiates between the different types of alternative schools.

Life-Course Crime

Since Hirschi and Gottfredson (1983) came up with the classic age-crime pattern, numerous other criminologists have traced the amount of criminal activities to age. The curve that results shows that the period of time between 13 and early to mid 20's is the most criminally active. Hence, most people will stop criminal behavior during their early to mid 20's. However, a small number of people do not stop. Researchers describe those who do not stop committing crimes as chronic offenders or life-course criminals. There are numerous theories as to why some people stop while others continue to commit crime.

Theories about Life-Course Crime

The first group of theories is the static theories. Proponents of the static theory like Gottfredson and Hirschi (1990) believe that there are certain traits among individuals

that develop before or during childhood and lead to a propensity for deviance. They also believe that age is invariant – that regardless of the individual trait differences, all offenders will engage in fewer criminal activities as they age. Gottfredson and Hirschi (1990) believed that self-control is a key trait that leads to deviance. Those with low self-control are going to be delinquent in childhood and are going to grow up to be delinquent adults. People with low self –control need immediate gratification; they are typically drawn towards risky behavior that reaps immediate rewards. Self-control is taught in childhood by parents and includes the setting of rules, the monitoring of behaviors, rule violations, etc. Thus parenting is the most influential factor in determining the future propensity of a person to commit crime.

The second group includes the dynamic theories. "Dynamic theories like the one formulated by Sampson and Laub, on the other hand, state that changes in life circumstances directly influence criminal behavior" (Blockland & Nieuwbeerta, 2005, p. 1204). Sampson and Laub (1993) propose that as people bond with certain conventional institutions, their criminal behavior becomes inhibited, thus creating a type of informal social control. This informal control can be different among the ages, first starting out with home, next moving onto school, and lastly into work, marriage, and parenting. Thus dynamic theories differ from static theories because they suppose that regardless of a person's propensity to commit crime, individuals are going to be different in the way that their criminal behavior develops and changes over time, depending on how their life circumstances and experiences change (Nagin and Paternoster, 1994).

Finally there are typological theories. Typological theorists like Moffitt (1993) believe there are groups of people that follow different paths in life. The age-crime curve

is a combination of these various groups. Moffitt (1993) states that "delinquency conceals two distinct categories of individuals, each with a unique natural history and etiology: A small group engages in antisocial behavior of one sort or another at every life stage, whereas a larger group is antisocial only during adolescence" (p. 674). Moffitt goes on to label these two groups either *life-course-persistent* or *adolescence-limited*. For those who are life-course-persistent, there may be traceable evidence back to early childhood. Quay (1987) states:

> this youth is likely to be at odds with everyone in the environment, and most particularly with those who must interact with him on a daily basis to raise, educate, or otherwise control him…this pattern is the most troublesome to society, seems the least amenable to change, and has the most pessimistic prognosis for adult adjustment. (p.121)

These juveniles are at greatest risk to become life-course-persistent criminals because for some reason they have missed out on important and crucial opportunities to obtain and perform pro-social characteristics at each developmental stage (Moffitt, 1993).

All three of these theories have limitations. Static theories do not adequately explain why some people desist from crime and others do not: age alone cannot alone be the only variable. Hirschi and Gottfredson (1983) explain the limitation with dynamic theories: "Age is correlated with important events thought to be related to crime, such as leaving school, marriage, and gainful employment, but its effects on crime do not appear to depend on these events. Age affects crime whether or not these events occur" (p. 580). Lastly, the main problem with typological theory up to now is that there has been a failure to "find convincing evidence that a life-course-persistent group can be

prospectively or even retrospectively identified based on theoretical risk factors at the individual level in childhood and adolescence" (Sampson & Laub, 2003, p. 334). I propose that the explanation for the differences in people who continue to commit crime into adulthood is a combination of the three theories. It is likely that something different exists with a particular person or group of people that does not allow them to adapt to societal norms. Perhaps they are born with a particular trait, or perhaps they have not had the experience of a loving household as a child allowing them to bond with a parent or learn self-control. This notwithstanding, there still is a chance for change. As these young people grow up there are various opportunities that exist for them to make up for their shortcomings, whether at school or at a job, or even in a marriage. However, some people are never able to gain these pro-social traits. They have missed the opportunities throughout childhood and then are unable to adapt once they become adults, thus lending them to stay delinquents into adulthood. A most crucial time in the development of pro-social and non-delinquent behavior is adolescence. During this time every person must continue to participate in school, a social institution that has a great effect on relationships and interaction in social life. This is one place in which pro-social behavior can be attained. If it does not happen here, the likelihood of attainment drops considerably.

Now that there is clarification about life-course crime and how some people will desist from crime as they age into adulthood, I will next examine crime itself and different theories of delinquent behavior.

Theories Of Delinquent Behavior

In order to help those who have the propensity to engage in delinquent acts, one must first know why that person is acting out. Without the knowledge of the theories behind delinquency, one cannot set into motion programs to help curb delinquency. In this section, three theories of delinquency will be explained: control theory, cultural deviance theory, and finally strain theory.

Control theories became part of the field of criminology in the mid 1800's with the idea that people were criminals because they lacked the ability to control themselves, either because they were incapable of self control or had never been taught. These scientists looked for biological reasons that people committed crimes. During the first third of the twentieth century, a new theory gained popularity. The new theory stated that the misbehavior was not due to biological makeup but rather to psychological development (Empey & Stafford, 1991). Sigmund Freud led this movement of psychodynamic control theories.

These theories were problematic because they were hard to prove. Sometimes nothing biological could be found wrong with a delinquent child and then when one would try to say that psychologically something was wrong, this reasoning proved to be circular in reasoning; i.e. the child was normal, the child commits a crime, now the child has a psychological defect. Because of this, scientists kept working to find new answers.

In 1967, Travis Hirschi published the book *Causes of Delinquency*. In this book, he described control theory in the social sense. He proposed that humans are animals capable of delinquent acts. He further suggested that one should look at why people do

not commit crimes. He went on to say that people conform to societal norms because of involvement, commitment, belief, and attachment. By attachment, Hirschi refers to the extent to which a person is attached to others. "If a person does not care about the wishes and expectations of other people—that is, if he is insensitive to the opinion of others—then he is to that extent not bound by the norms. He is free to deviate" (p. 18). This means that attachment to others is necessary for norms to internalize. Most attachments include those with parents, peers, schools, teachers, religious leaders, and society (people in the neighborhood).

Cultural deviance theory is a sharp contrast to control theory. Here people are not capable of committing deviant acts. Theorists from this school believe that delinquent behavior is conformity to a set of norms not accepted by the larger society. "The delinquent is a social individual who is behaving in accordance with the values and norms of his or her particular group" (Empey & Safford, 1991, p.179). In cultural deviance theory, since deviant behavior is simply behavior that is looked down upon by people outside of the group but not people within the group, then there is no reason to try to account for it by saying there is special force or strain causing the behavior. "A person simply learns to become a criminal in much the same way he learns to play a violin or develops a taste for peanut butter" (Hirschi, 1969, pp. 11& 12).

The last of the major theories is strain theory. Strain theory tries to answer the question of why people deviate, not why they conform. Strain theorists believe that people are moral beings that desire to follow the rules and obey the norms of society. Obviously, if a person who desires to conform to society deviates from its norms, then that person must be under great pressure (Hirschi, 1969). Strain theory assumes that

there is no such thing as a bad person: “if delinquency occurs, it is because of the failure of the social order; hence, that order must be changed” (Empey and Stafford, 1991, p. 249).

The major problem with strain theory is that it must give a strong motivation for delinquent behavior in order for someone to neutralize his or her moral beliefs. This does not coincide with life-course crime. How could a juvenile be under a great enough pressure to commit a delinquent act, but then once he or she becomes an adult, the strain just disappears? Strains, such as social class, that would cause a juvenile to commit deviant acts would be fixed and/or ongoing; they would not just go away once the juvenile becomes an adult.

Cultural deviance theory has its limitations as well. If a juvenile gets involved with the “wrong crowd” and starts accepting their norms of deviant behavior, why does that juvenile suddenly stop following the norms of that crowd in adulthood? Maybe the whole group’s norms change, or perhaps the youth matures and decides to follow the norms of the larger society. But, cultural deviance theory does not explain those delinquents who act alone and have no friends. What crowd’s norms is he or she following?

Hirschi’s (1969) Attachment Theory seems to best describe why some people commit crimes and others do not. Attachment theory suggests that when a person is attached to a social institution, they will commit fewer crimes. Perhaps as a juvenile, a person is not that attached to society as a whole, but as they become an adult and get a job or get married, attachments form, thus causing the person to leave delinquency in the past. This would then suggest that the “greater the level of school bonding—as

evidenced by high degrees of attachment to the school and to teachers…the lesser the likelihood of involvement in delinquent activities" (Cernkovich & Giordano, 1992, p. 267). Research has shown that control theory has been stated to play a role in curbing delinquency as it applies to school bonding, but what exactly is school bonding? In order to understand school bonding and why it is important to be bonded to school, one must first understand what role the school plays on criminal behavior.

Schooling's Effect on Criminal Behavior

Empey (1992) suggests "that difficulty in school may be one of the best predictors of delinquency in American society" (p. 283). Although this statement may be true, there is still some debate on whether school is the cause of the delinquency or if problems in school are just an effect of delinquent behavior. Many people blame school failure for the delinquent activity. Charles Silberman (1970) spent many years working on a study for the Carnegie Corporation entitled "Study of the Education of Educators." He later published his study in a book entitled *Crisis in the Classroom.* In his book, he discusses how chronic failure can lead to behavior problems, stating:

> Students are not likely to develop self-respect if they are unable to master the reading, verbal, and computational skills that the schools are trying to teach. Children must have a sense of competence if they are to regard themselves as people of worth…Chronic failure makes self-discipline equally hard to come by; it is these children's failure to learn that produces the behavior problems of the slum school, as we shall argue later, and not the behavior problems that produce the failure to learn. (p.67)

For Silberman, when students begin to fail in Kindergarten, they start a series of events that lead them to have negative attitudes (bad attitude toward schools, teachers, and perhaps low academic goals) and behaviors (such as acting against school staff, skipping school, and dropping out). David Hargreaves (1967) agrees with Silberman, after his study conducted on a secondary modern school in northern England. He states that boys put in the lowest track of their school are in turn double failures because they have failed themselves (that is why they are in the lowest track) and the school has failed them (putting them in the lowest track). They are then subject to "status frustration, for not only are they unable to gain any sense of equality of worth in the eyes of the school, but their occupational aspirations for their future lives in society are seriously reduced in scope" (p.169). Failure, in essence, is the cause of a low commitment to school, which may lead to criminal activity.

Elliott's (1966) work with students who drop out of school supports this idea. Elliott examined the amount of delinquent behavior of boys while they were in school and once they dropped out. He found that the rate of delinquency was lower once the boys left school than when they were in school. Pink provides an interesting interpretation of this effect, "once ever-present failure status imposed by the school is removed (by leaving), youth are free to develop other (more successful) ties in the community, and as a consequence delinquency rates decline" (1982, p. 163). This leads back to an important idea, one of having ties in the community. Was this school delinquency really because the students were not being successful at the schoolwork, or was it because they did not form a bond with the school?

School Bonding and Attachment Theory

If students are not able to respect their teachers as people and school as a social institution (control theory) are they then going to engage in delinquent behavior? Empey (1991) states that very idea: "the weaker the attachment to school, the greater the delinquent behavior." First, to understand attachment to school, one must understand attachment theory.

John Bowlby (1969) wrote about attachment theory. His theory assumes that the formation of the attachment between the child and that child's caregiver is the basis for all future development. This attachment occurs when a child perceives the caregiver in his or her life as a protector, ensuring the safety of the child. If this process is disturbed, if a child is not able to attach to a caregiver or sees that there is no safe caregiver, then the child will grow up unable to connect with others.

In his original work, Bowlby (1947) concluded that the majority of the most delinquent youths were unable to attach to others and had been unable to securely attach themselves to their primary caregivers as infants. If the students had been able to attain a secure base with their caregivers, they then would have developed "cognitive representations of their relationships with others based on their attachment experiences. These representations, known as 'internal working models,' continue to develop and are modified through experiences of other close relationships throughout childhood and adulthood" (Wilkinson, 2004, p. 480). This means that even if a child has a secure attachment in infancy, but does not gain an attachment in childhood during school, his or her internal working model can be modified and that child will reflect this by engaging in

delinquent behavior. However, the opposite could also be true; if a child does not gain attachment in infancy, but does during schooling, the child can then modify her internal working model to accept and form close and intimate bonds in adulthood. In some respect, the teachers can then take the place of parents in the path towards attachment. This attachment to caregivers or teachers will then contribute to the child's scholastic success in school. This is because "experiencing early secure attachment relationships allow children to develop a sense of autonomy that enables them to seek new information freely and to explore away from the safety of the relationship" (Aviezer, Resnick, Sage, & Gini, 2002, p. 397). This bond with teachers and school proves to be ever so strong.

Hirshi (1969) suggests that schools act as a potential site for the formation of social bonds. This bond towards school is shown in major ways; how students value the school, teachers and their overall happiness with their education. A person who has bonded with the school and teachers is more likely to be happier with their education. These students have formed a relationship with the school. The stronger the relationship, the less likely the student is to be involved in deviant behaviors. Hirschi (1969) provided support for this by stating that students who cared less what the teachers thought of them and who did not like school were more likely to become delinquent.

A study conducted by Gottfredson and Gottfredson (1985) found that schools which had higher levels of student belief in conventional rules and student attachment to school experienced lower levels of student and teacher victimizations. It is obvious that student bonding is an important indicator of deviant behavior in the life of a juvenile. Research has "demonstrated that students who are more attached to teachers, more committed to school, and have a stronger belief in the school's norms will display higher

academic achievement and less deviant behavior" (Payne, Gottfredson, & Gottfredson, 2003, p. 753). This applies to juveniles while they are in school, but a crucial empirical and thus theoretical issue is whether attachment to school "can explain criminal behavior that extends beyond the delinquency found among community samples of youth" (Alarid, Burton, & Cullen, 2000, p.172).

Attachment to School and its Effects on Later Life Crime

As I began to consider attachment and schooling, I encountered the ideas of Wilson & Herrnstein, who suggested, "Even if schools do affect how children behave while in school, it does not follow that schools will have any lasting effect on the criminality (or law-abidingness) of young persons after they leave school" (1985, p. 280). This did not seem logical to me, based on what I read and had seen in schools. Further inquiry seemed appropriate, and in 2005, I did a study in which I tested whether or not school attitude has a significant effect on later life crime. I hypothesized that once an individual builds a relationship with his/her school, the individual will then be able to carry the relationship into adult society, thereby curbing any tendency toward committing crimes later in life.

My Data and Methods

Sample

The data for the analysis came from the National Youth Survey (NYS). The NYS, a longitudinal survey, began in 1976, with 1725 adolescents between the ages of 11 and 17 years old. "The sample is a national probability sample taken through a multistage cluster sampling of households in the contiguous United States. Data for wave 1 was collected during interviews conducted in 1977 about events and behaviors that

occurred in 1976" (Ploeger, 1997). Multistage cluster sampling means that the surveyors first grouped the populations into sections or clusters based on certain elements, and then they took a random sample out of the sections to interview. My analysis focused on wave 7 of the NYS. In this wave young adults were interviewed in early 1987 about the events that occurred during the 1986 calendar year. The respondents were between the ages of 20 and 29. The data taken from wave 7 of the NYS for this analysis consisted of 961 participants between the ages of 22 and 28.

Measures

Attitude toward school was measured using two different variables. The first measured the level of satisfaction with educational experience. Respondents were asked about their level of satisfaction with educational experience. They could answer on a scale of 1-5 (1 = very dissatisfied, 2 = somewhat dissatisfied, 3 = neither, 4 = somewhat satisfied, and 5 = very satisfied). The second variable asked the question of importance of past educational experience. Again the respondents could answer on a scale of 1-5 (1 = not important at all, 2 = not too important, 3 = somewhat important, 4 = pretty important, and 5 = very important). Responses 1 and 2 had to be combined due to low numbers for both questions.

To measure the level of criminal activity, respondents were asked to report the frequency of their delinquent behavior for different types of crimes (such as stealing money from family, damaging property, attacking someone, or having sex against a person's will). The questions were then split to make two categories: property crimes and violent crimes. Property crimes consisted of the frequencies that a person did any of the following: embezzled money, picked pockets, used credit cards without permission,

failed to return change, stolen items, stolen motor vehicles, bought stolen goods, used checks illegally, stole money, avoided paying for items, damaged various properties, or set fire to properties. Once a total number was calculated for each individual in the property crime variable, they were then categorized into a 0 or 1 (0 = no criminal behavior at all, 1 = 1 or more instances of criminal behavior).

Violent crimes consisted of the frequencies that a person did any of the following: attacked a person, participated in a gang fight, hit a person, used force on anyone, paid for sex, was paid for sex, or had sex against a person's will. Again, once a total number was calculated for each respondent in the violent crime variable, the number was then categorized into a 0 or 1 (0 = no criminal behavior at all, 1 = 1 or more instances of criminal behavior).

Chi Square analysis was conducted on the satisfaction variable compared to property crimes and violent crimes as well as the importance variable compared to property crimes and violent crimes.

Findings and Analysis

Table 1 shows the count (n) and the percentage of the respondents who committed no property crimes (0) and one or more crimes (1) as well as the total counts of each of the levels of satisfaction. Of the 202 respondents who were dissatisfied with school, 83 or 41% of them committed property crimes, only 27 or 29% of the 93 respondents who were neutral with their level of satisfaction committed property crimes, while only 57 or 24.8% of the 230 respondents who were very satisfied with school experience committed property crimes. The Chi Square analysis shows that there was a significant association between satisfaction of educational experience and property crimes, $\chi^2(3) = 16.019$, p =

.001. Looking at the counts for each of the categories, it is clear that as satisfaction goes up, the amount of property crime that a person commits goes down. Graph 1 shows this association.

Table 1. Percentage of respondents with various levels of school satisfaction and whether or not they committed property crime

Level of Satisfaction		Property Crimes Y/N		Total
		0	1	
1.00	Count	119	83	202
	% within Satisfaction	58.9%	41.1%	100%
3.00	Count	66	27	93
	% within Satisfaction	71%	29%	100%
4.00	Count	319	122	441
	% within Satisfaction	72.3%	27.7%	100%
5.00	Count	173	57	230
	% within Satisfaction	75.2%	24.8%	100%
Total	Count	677	289	966
	% within Satisfaction	70.1%	29.9%	100%
Chi-Square Tests		Value	Df	Asymp. Sig. (2 sided)
Pearson Chi-Square		10.019	3	.001

Graph 1

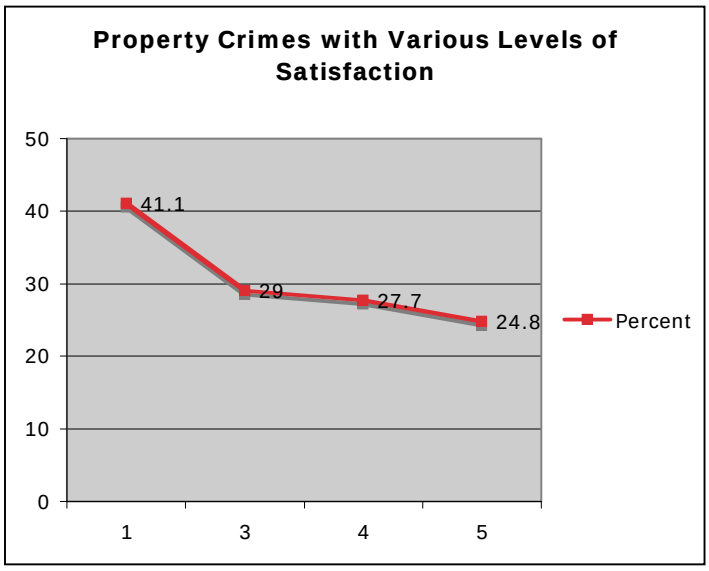


Table 2 shows the count (n) and the percentage of the respondents who committed no property crimes (0) and one or more crimes (1) as well as the total counts of each of the levels of importance of past educational experience. Of the 48 respondents that felt that school was not important at all, 18, or 37.5% of them committed property crimes. Only 58, or 36.3% of the 160 respondents who felt that their education was only somewhat important committed property crimes, and only 124, or 27.7% of the 447 respondents who felt their school experience was very important committed property crimes. When looking at the counts for each of the categories, it is clear that as school importance goes up, the amount of property crime that a person commits goes down. Graph 2 shows this association. Even though a pattern can be seen, the Chi Square analysis shows that there was not a significant association between the importance of past education and property crimes, $\chi^2(3) = 5.739$, $p = .125$.

Table 2. Percentage of respondents with various levels of importance placed on education and whether or not they committed property crime

Level of Importance of Past Education		Property Crimes Y/N		Total
		0	1	
1.00	Count	30	18	48
	% within Importance	62.5%	37.5%	100%
3.00	Count	102	58	160
	% within Importance	63.7%	36.3%	100%
4.00	Count	222	88	310
	% within Importance	71.6%	28.4%	100%
5.00	Count	323	124	447
	% within Importance	72.3%	27.7%	100%
Total	Count	677	288	965
	% within Satis.	70.2%	29.8%	100%
Chi-Square Tests		Value	Df	Asymp. Sig. (2 sided)
Pearson Chi-Square		5.739	3	.125

Graph 2

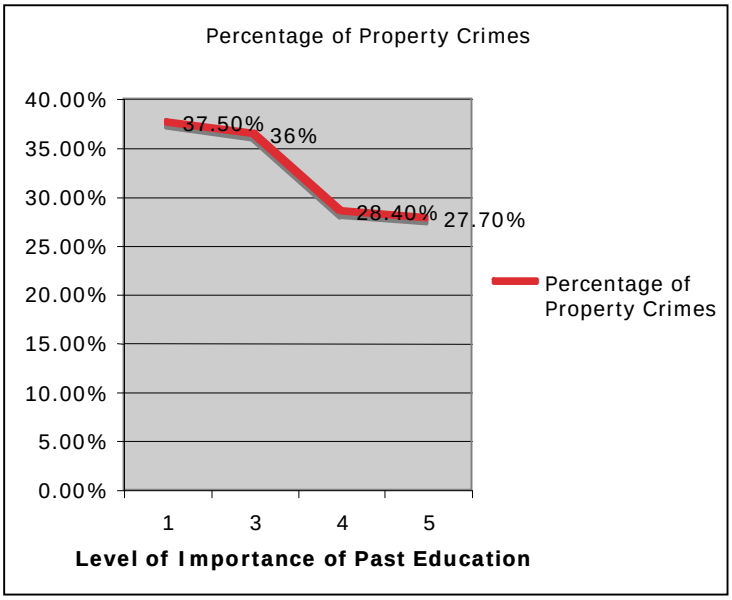


Table 3 shows the count (n) and the percentage of the respondents who committed no violent crimes (0) and one or more crimes (1) as well as the total counts of each of the levels of satisfaction. Of the 202 respondents that were dissatisfied with school, 65, or 32.2% of them committed violent crimes; while 21, or 22.8% of the 92 respondents who were neutral with their level of satisfaction committed violent crimes; and only 29, or 12.7% of the 229 respondents who were very satisfied with school experience committed violent crimes. The Chi Square analysis shows that there was a significant association between satisfaction of educational experience and violent crimes, $\chi^2(3) = 23.682$, $p = .000$. When looking at the counts for each of the categories, it is clear that as satisfaction goes up, the amount of violent crime that a person commits goes down. Graph 3 shows this association.

Table 3. Percentage of respondents with various levels of satisfaction with school and whether or not they committed violent crimes

Level of Satisfaction		Violent Crimes Y/N		Total
		0	1	
1.00	Count	137	65	202
	% within Satisfaction	67.8%	32.2%	100%
3.00	Count	71	21	92
	% within Satisfaction	77.2%	22.8%	100%
4.00	Count	339	100	439
	% within Satisfaction	77.2%	22.8%	100%
5.00	Count	200	29	229
	% within Satisfaction	87.3%	12.7%	100%
Total	Count	747	215	962
	% within Satisfaction	77.7%	22.3%	100%
Chi-Square Tests		Value	Df	Asymp. Sig. (2 sided)
Pearson Chi-Square		23.682	3	.000

Graph 3

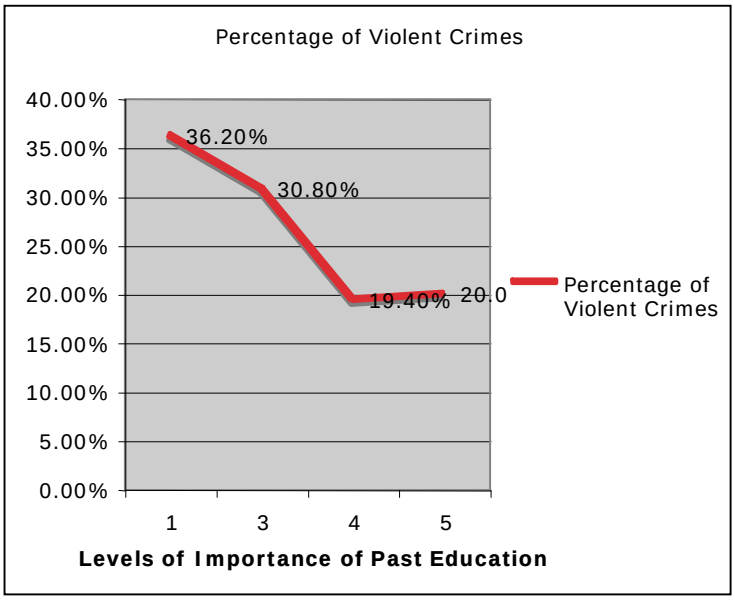
Table 4 shows the count (n) and the percentage of the respondents who committed no violent crimes (0) and one or more crimes (1) as well as the total counts of each of the

levels of importance of past educational experience. Of the 47 respondents that felt that school was not important at all, 17, or 36.2% of them committed violent crimes, 49, or 30.8% of the 159 respondents who felt that their education was only somewhat important committed violent crimes, and only 89, or 20.0% of the 446 respondents who felt their school experience was very important committed violent crimes. The Chi Square analysis shows that there was a significant association between the importance of past education and violent crimes, $\chi^2(3) = 14.736$, $p = .002$. The counts for each of the categories point out that as importance goes up, the amount of violent crime that a person commits goes down. Graph 4 shows this association.

Table 4. Percentage of respondents with various levels of importance placed on education and whether or not they committed violent crime

Level of Importance of Past Education		Violent Crimes Y/N		Total
		0	1	
1.00	Count	30	17	47
	% within Importance	63.8%	36.2%	100%
3.00	Count	110	49	159
	% within Importance	69.2%	30.8%	100%
4.00	Count	249	60	309
	% within Importance	80.6%	19.4%	100%
5.00	Count	357	89	446
	% within Importance	80.0%	20.0%	100%
Total	Count	746	215	961
	% within Satis.	77.6%	22.4%	100%
Chi-Square Tests		Value	Df	Asymp. Sig. (2 sided)
Pearson Chi-Square		14.736	3	.002

Graph 4.



Once I was able to see the statistical relationship between attachment to school and the commitment of crime in adulthood, I then needed to see if this held true once I controlled for other life events such as sex, age, marital status, and employment status. First, I separated marital status into three separate codes: divorced (yes/no), married (yes/no) and single (yes/no). Next, I recoded the question asking if the individual held a job in the last year to 0=no, 1=yes. Lastly, I recoded sex (0=female, 1=male). The frequencies for each of the categories are located in table 5.

Table 5. Frequencies of respondents within the various categories.

	0	1	Missing
Divorced	1296	88	341
Married	785	599	341
Single	688	696	341
Held job in Past Year	1249	134	342
Sex	545	528	652

I then ran the analysis using Binary Logistic Regression. I started out regressing violent crimes on satisfaction with educational experiences controlling for marital status, sex, and employment status. Table 6 shows the results of this analysis. Satisfaction with educational experience was still significant (B (1) = -1.334, p = .000) even when controlling for marital status, sex, and employment status. This means that violent crimes in adulthood decrease as satisfaction with educational experience increases even when controlling for the other variables.

Table 6. Violent crimes regressed on marital status, sex, employment status, and satisfaction with educational experiences.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	DIV	-.391	.442	.783	1	.376	.677
	MAR	-.251	.197	1.628	1	.202	.778
	Y7_107	.514	.283	3.299	1	.069	1.671
	Y7_2	1.070	.198	29.100	1	.000	2.915
	SATISIF2	-.334	.087	14.756	1	.000	.716
	Constant	-1.088	.285	14.604	1	.000	.337

a Variable(s) entered on step 1: DIV, MAR, Y7_107, Y7_2, SATISIF2.

Table 7 shows the regression output of property crimes on satisfaction with educational experiences controlling for marital status, sex, and employment status. Satisfaction with educational experience was still significant (B (1) = -.310, p = .000) even when controlling for marital status, sex, and employment status. This means that property crimes in adulthood also decrease as satisfaction with educational experience increases even when controlling for the other variables.

Table 7. Property crimes regressed on marital status, sex, employment status, and satisfaction with educational experiences.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	DIV	-.007	.348	.000	1	.985	.993
	MAR	-.425	.173	6.077	1	.014	.653

Y7_107	.021	.270	.006	1	.939	1.021
Y7_2	.597	.164	13.298	1	.000	1.816
SATISIF2	-.310	.076	16.424	1	.000	.734
Constant	-.222	.246	.813	1	.367	.801

a Variable(s) entered on step 1: DIV, MAR, Y7_107, Y7_2, SATISIF2.

I chose not to regress property crimes on importance of past educational experience again, since it was not statistically significant previously. I did, however, regress violent crimes on importance of past educational experience controlling for marital status, sex, and employment status. Table 8 shows the results of this analysis. Importance of past educational experience was still significant (B (1) = -.263, p = .008) even when controlling for marital status, sex, and employment status. This means that violent crimes in adulthood decrease as importance of past educational experience increases even when controlling for the other variables.

Table 8. Violent crimes regressed on marital status, sex, employment status, and importance of past educational experiences.

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1	DIV	-.326	.441	.547	1	.460	.722
	MAR	-.198	.195	1.035	1	.309	.820
	Y7_107	.505	.280	3.255	1	.071	1.657
	Y7_2	1.007	.198	25.919	1	.000	2.738
	PAST2	-.263	.100	6.988	1	.008	.769
	Constant	-1.130	.360	9.834	1	.002	.323

a Variable(s) entered on step 1: DIV, MAR, Y7_107, Y7_2, PAST2.

The findings reported here not only replicate the findings of previous research, but also show that attitude towards school (importance and school bonding) has a long term affect on whether or not a person is going to commit crime in adulthood, both property and violent. The findings show that even if a person gets married, divorced, stays single, or is employed, these life changes do not affect their future criminal activity as much as whether or not they were bonded to school. The findings show that as a

person feels a stronger bond towards school, they tend to commit fewer crimes in their future life.

> Strong ties to age-linked institutions of social control – family, school, and peers in childhood and adolescence; higher education, marriage/parenthood, work and community in adulthood – inhibit deviant behavior, they argued, and changing ties to these institutions over the life course produce distinctly different criminal *trajectories* marked by *turning points* (changes in the life course) from conventional to criminal behavior and vice versa. (Warr, 2002)

Attachment to school has prevailed as being one of the most important factors in determining future criminality. And by changing attachment levels in students, one may be able to produce a distinctly different criminal trajectory for that student. That student who is on a path to becoming a life-long criminal, might with raised attachment levels, change into a non-criminal adult.

This is a very important finding because previous research that has been able to explain the age-crime curve has not had life-long effects. For example, marriage, as stated earlier, is able to explain why some young adults deter from committing crime. However, once the marriage breaks up or if the person is to separate from their spouse, the person tends to go right back to committing crimes. Marriage is a deterrent so long as the person stays in that committed relationship. Attachment to school is very different from this. A person who is well attached to school will stay deterred from crime for the rest of their life. They are able to take this attachment and transfer it to the work place, or to society as a whole. The students in school have become attached to their teachers and to the other students. They do not want to let these people down or disappoint them.

This deters then from engaging in delinquent behavior. When they leave school and move into society, they are able to form attachments with their family, friends, and coworkers. They continue to not want to disappoint these new people in their lives. From all the research performed, I feel this is because the person who has felt the bonds of attachment is then able to look at people in his/her society as individuals—people with the ability to interact and care—instead of as institution beings.

Now that we can understand why attachment to schools is so important, what can be done about this finding? Increasing the importance of school and satisfaction with educational experiences plays a key role in curbing juveniles from involving themselves in criminal activities later in life. As a teacher or administrator, the goal would therefore be to find a way to increase the importance of school and the satisfaction that students have with school, in order to prevent them from engaging in criminal activities later in life. The first step would be to find out what the current levels of attachment are in the various schools.

Alternative Schools

Why look at alternative schools? First of all, the students who are at certain types of alternative schools are often those with either prior engagement in criminal activity or those who are at risk for delinquency. Second, these students often have a history of dis-attachment; for some reason, they are unable to cope in mainstream schools. Finally, alternative schools provide a large population of students who may be at risk for future delinquency. Therefore, these combined reasons suggest that alternative school sites may be an important place to implement changes that could raise attachment levels.

Some alternative school programs have proven effective in increasing attachment to school and in curbing youth crime. According to Cox, "They are generally designed to create a more successful learning environment through low teacher:student ratios, individualized and self-paced instruction, noncompetitive performance assessments, and less-structured classrooms" (1999, p. 323). The students who attend these schools have higher self-esteem and more positive attitudes toward school. Alternative schools are a growing phenomenon in America today; they are becoming more and more prevalent. There are approximately 613,000 students enrolled in alternative schools in America (IES – National Center for Educational Statistics).

When considering how experiences in alternative schools affect learners, it is also important to recognize the differing models, functions, and purposes of the schools. For example, "In 1995, the 74th Texas Legislature enacted the Safe Schools Act that required school districts to establish the DAEP to serve students who commit specific disciplinary or criminal offenses" (TEA, 2006). DAEPs are Disciplinary Alternative Education Programs. Many charter schools as well as school districts also implement AEPs, which are Alternative Education Programs that are not always disciplinary in nature:

> Typically, AEPs offer some options to traditional schooling such as self-pacing, alternative scheduling, accelerated instruction, or computer-based instruction. Students who enroll in AEPs are often at risk of dropping out of school, have previously dropped out, or have found that the traditional school settings are not appropriate for their learning needs. Students usually do not attend AEPs because of disciplinary assignments, although they may have had previous DAEP assignments (TEA, 2006).

AEPs are often self-selected, meaning that the students have to apply or make an effort to attend; they are usually not assigned to these schools. By looking at the levels of attachments at each of these types of school, one may be able to determine whether or not a certain school model is effective in raising attachment, thus curbing the future criminality of their students.

Conclusion

This chapter began with the definition of life-course crime and the different theories explaining it. The three most common theories of life-course crime are static, dynamic, and typological. I illustrated how each of the theories has limitations and how perhaps the best explanation for criminality into adulthood is using a combination of the theories. People may or may not have something in their early childhood that prevents them from being able to develop pro-social behavior in childhood; maybe it is genetic or perhaps it is because they did not have strong loving parental figures. Because of the absence of pro-social behavior, they are then unable to attain the normal life circumstances that tend to curb delinquent activity, such as a job or marriage. They then start to follow a different path in life, one that involves delinquent activity. With this in mind, one can then understand why the anti-social behavior leads to delinquent activity or more directly, what causes delinquent behavior.

There are three main theories for delinquent behavior: control theory, cultural deviance theory, and strain theory. Control theory seems to be the strongest for explaining delinquent behavior in the life-course. A person who is unable to form attachments in childhood may have a harder type forming those attachments once they become an adult. As Hirschi (1969) described earlier, if a person does not care about the

wishes or expectations of others (i.e. is not attached to others or societal institutions) then he/she is more inclined to deviate from the norms set by that person or institution. Juveniles who commit crimes typically are not attached to school as an institution, and because of this they are free to deviate. This is why school has such an important effect on criminal behavior. School can sometimes facilitate negative attachments by labeling students as bad or as failures; however, teachers could make the difference by allowing the students to feel successful, thus raising attachment and commitment.

Attachment theory is an important part of this process. Bowlby (1969) stated that the attachments formed by infants with their primary caregivers paved the road for all future developments. He also illustrated that juvenile delinquents had low levels of attachments in early childhood. Wilkinson (2004) later stated that the attachments formed in infancy help develop internal working models of attachment. These models can be altered as a child grows up. Therefore, if a child has high attachment and then finds that school is not a comfortable place, his/her model of attachment can actually decrease, leading to dis-attachment and delinquency. Attachment in school can actually make or break the child in adulthood. The study I conducted in 2005 illustrated that students who have high attachment in school are less likely to commit crimes than those who have low attachment. This relationship remains even after controlling for life events such as marriage and employment.

This evidence then leads one to wonder what the attachment levels are currently in schools. Alternative schools, both DAEPs and AEPs are often locations in which there is a high population of students who are at risk for future delinquency, either because

they have not done well in conventional school settings or have committed delinquent acts previously.

Chapter 3. The Problem

Education agencies and school districts have worked hand-in-hand in developing alternative education programs for those students who have had a hard time functioning in conventional schools. In cases in which the students engage in delinquent behavior, the school districts have set up DAEPs, where students are assigned to go. Most of the DAEPs are short term. The students can attend anywhere from one day to a semester, depending on the action that initiates the referral.

The Texas Education Agency sets the guidelines for DAEP assignments: "Under TEC §37.006(a), (b), (c), and (l), all students, who are at least 6 years of age on the date that an offense is committed, **must be removed to a DAEP**, for a time period that is determined by the local Student Code of Conduct," (TEA, 2006) if the student commits one of the following offenses within 300 feet of a school campus: engages in an felonious activity, assaults another person or faculty member, conducts a terrorist threat or activity, possesses or uses a controlled substance or alcohol, indecent exposure, acts in a retaliatory manner toward faculty, or commits a Title 5 felony off campus.

As evidenced by the seriousness of these behaviors, these students are going to be ones with major problems conforming to traditional schools. I hypothesize that students in these DAEP settings will have low attachments to school. If a DAEP can foster high attachment levels in their students, then it could help prevent these students from engaging in criminal activity in adulthood. However, I feel that because DAEPs are short-term placements they cannot form lasting bonds that will lead into adulthood. Reisler and Friedman (1978) speculate that while at alternative school, students were able

to change their attitude toward school and increase school performance; however, once they went back to the large and rigid traditional school, they were unable to cope without the flexibility experienced at the alternative school, and soon resorted back to their previous attitudes and performance.

AEPs are a little different from DAEPs. They are designed to meet the needs of students who are not being successful in traditional classroom settings. They are typically long-term until graduation. They typically offer low teacher:student ratios, small student base, caring faculty, learning programs specific to the student, flexible school schedule, and total commitment to each student. The students must be eligible to attend and usually must apply. Most often, eligible students are those who have either already withdrawn from school or plan to withdraw, have failed in traditional academic settings and would benefit from different teaching methods, are parents or expectant parents who are unable to attend traditional classes, or have employment that conflicts with a normal school day (DOE, 2006).

I hypothesize that students enrolled in AEPs will have higher attachment levels than those in DAEPs. These schools are set up to help the student succeed long term. If my hypotheses are correct, then the problem lies with DAEPs. These schools are for students who are at risk for continuing their delinquent behavior into adulthood, yet they are not set up to change the path of these students.

Chapter 4. Method

To look at attachment levels in alternative schools, I conducted a survey of the students who are in various alternative schools in Texas. Once the surveys were completed, they were analyzed to see if one program and/or alternative school is creating higher levels of attachment than another. Another thing that could be of importance is whether the teachers' perception of attachment levels is accurate. If the teachers feel that attachment is high in their particular school, they are not likely to initiate change within the school to raise attachment levels. This could be an important hindrance to the success of an alternative program. To check teacher perception, a teacher focus group was surveyed.

Participants

The participants were students at either a DAEP or an AEP in the central Texas area. They ranged from 6th grade to 12th grade students, both male and female. A focus group was set up to survey one group of teachers at the DAEP in order to show how the teachers perceived the attachment levels in their school. Once the student survey was completed with results, the teachers were then interviewed to determine their feelings towards the students' attachment levels. One hundred two DAEP students and 261 AEP students participated. Twelve teachers participated in the focus group.

Measures And Procedures

The student surveys included two yes/no questions and then moved onto 17 Likert scale questions for the AEP students and 16 questions for the DAEP. The Likert scale questions tested attachment levels. Administrators of the DAEP threw out one question

in the survey. That question asked the students why they left their last school. At the end of the survey four short answer questions were asked about students' current and past educational experience. A copy of the survey is in Appendix One. I handed out the surveys to the students giving a short explanation of the survey. The explanation of the survey is located at the top of the survey. The students were asked to take the surveys home to review with parents/guardians and return the next day. Both schools gave the incentive of having a free dress down day to encourage the students to return the surveys. The faculty of the school then collected the surveys the next day for analysis. Once picked up from the schools, the surveys were then placed in a manila envelope that was marked only with a number at the top for school identification purposes. Each school was assigned a number so that the school could later be identified as a DAEP or an AEP. The students' identity remained completely anonymous.

The teacher focus group survey consisted of two parts. The first part was given to the teachers during a faculty meeting before the student survey. This was a five question Likert scale survey designed to assess the teachers' perception of the attachment levels of the students. I handed out the teacher survey, giving an explanation for the survey. This explanation was also at the top of their survey so they could refer back to it. After the results came back from the student surveys in both schools, the results were shared with the teachers in the focus group. The teachers were then asked 10 short answer questions. Because there were 12 participating teachers, the teachers were handed the short answer questions to fill out rather than being asked in an interview format. This allowed every teacher the opportunity to fully answer each question without fear of being judged or "cut off" by fellow teachers. These questions were designed to determine how the teachers

felt about the results from the student survey and if they felt anything needed to change about their school. Both teacher surveys are located in Appendix Two. The participating teachers' identities remained anonymous.

Consent forms were filled out by the schools and by the teachers that participated in the focus group. Participation in the survey itself was the students' consent to the survey. The surveys were devised from a combination of the National Youth Survey, the What about You (WAY) (Gottfredson & Gottfredson, 1999), and general information questions.

Statistical Analysis

The student survey and the first teacher survey were analyzed using SPSS. Attachment levels were regressed on the type of school to determine if one school has a statistically higher attachment level than another. If one type of alternative school is producing higher levels of attachment than the other, possible future studies could be conducted to determine which features of the higher attachment school are creating higher levels of attachment. The two questions at the end of the student survey were set in place to help facilitate future studies. The second teacher survey will be analyzed in a single case study format utilizing theoretical propositions. The analysis will also include pattern matching and explanation building to test for validity.

Limitations And Delimitations

Limitations and delimitations are always present and possible within studies: this study will be no different. One possible limitation may be numbers. I worked with one DAEP and one AEP in the central Texas area, spanning from Dallas to San Antonio to Houston. I attained 90% participation in the DAEP and 75% in the AEP. 100% of the

teachers participated in the initial survey, whereas only 83% participated in the post survey questionnaire.

Another limitation may be that the students did not take the survey seriously. Hopefully, by telling them that the point of the survey was to help make their alternative school better and more enjoyable for them, they were persuaded to answer each of the questions as truthfully as possible. Asking reverse items tested the reliability of the survey.

One delimitation to the study is that I am not looking at attachment levels in regular schools. The main purpose of this study is to determine whether juveniles who are at risk for delinquent behavior in adulthood are forming attachments at the schools that they are attending. To get the most at-risk students in one spot, the alternative schools are the best school to survey. At regular schools, one would have to sort out the students who are able to cope with conventional methods of teachers and who are not at risk for being adult offenders.

Chapter 5. Results

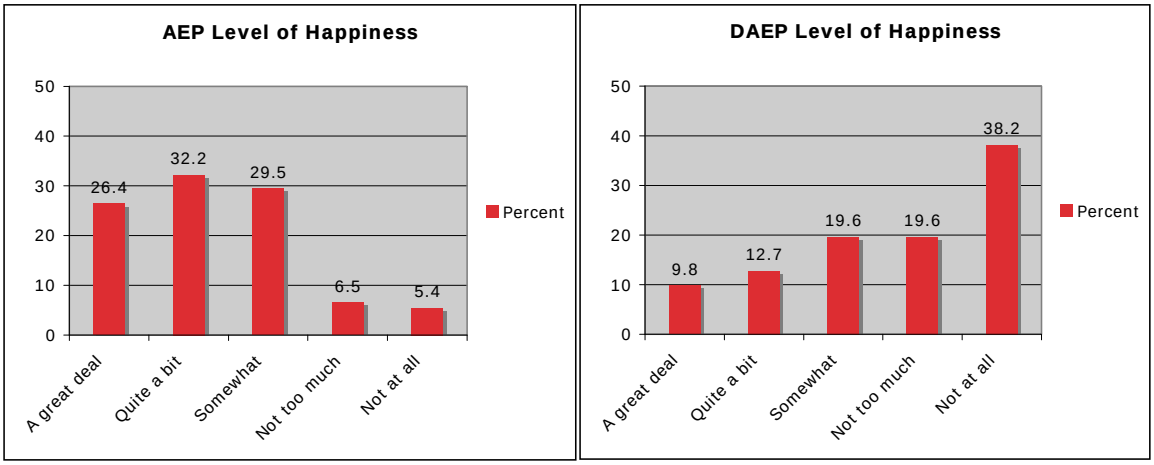
In this chapter, I review and explain the results of the student survey, the teacher survey, and the teacher post-survey questionnaire. There were 261 students who participated in the survey at the AEP. Of these 261, 53.3% were female and 46.7% were male. The DAEP had 102 students participate in this study. Of these 102, 71.6% were male and 28.4% were female. For the student survey, I will show a side-by-side comparison of the AEP and DAEP for each survey question analyzed.

The student and teacher survey answers were coded from 1-5 (1 = A great deal, 2 = Quite a bit, 3 = Somewhat, 4 = Not too much, and 5 = Not at all) for analysis. Each question was tested for statistical significance using both a difference in means (t-test) and Chi-Square analysis. This made sure that the test was not only run correctly, but also that the results are valid. Throughout these results, the lower the mean score the higher the attachment level. The teacher survey includes the percents for each question answered and then gives the results from the post-survey questionnaire in a naturalistic sense. This means that the data was processed through the technique of inductive analysis. The inductive analysis included unitizing.

Student Survey

The first question on the student survey that was analyzed was “I am happy to be at this school.” This question helps test attachment levels to the school as a whole. This question combined with the others can give an overall idea of how well attached the students are to their school as a whole entity. The results are shown in the graphs below (Table 9, p. 71).

Graph 5. Percentage of students with various levels of happiness with their current school

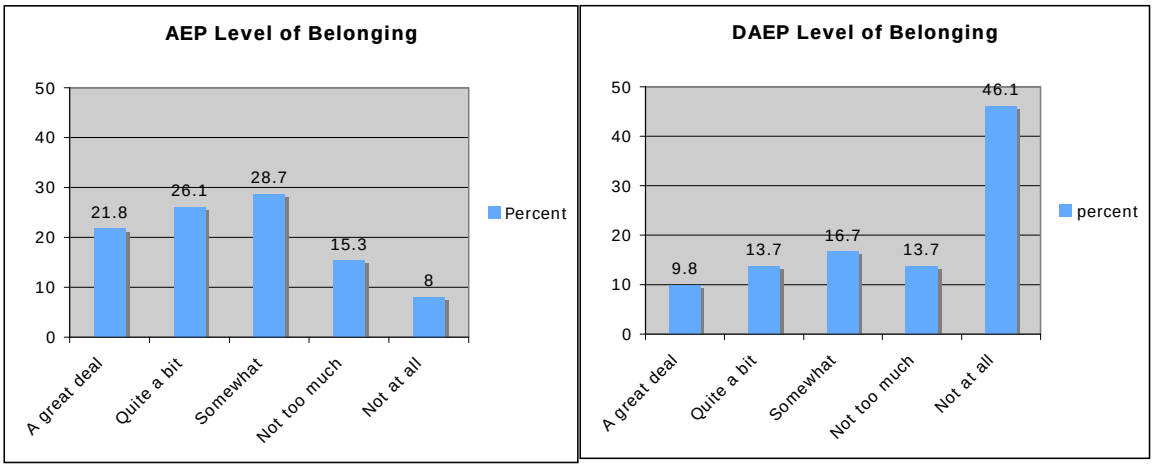


Graph 5 shows that at the AEP, 58.6% of the students were happy to be at the school ("Quite a bit" and "A great deal" combined); 29.5% were indifferent; and only 11.9% were not happy to be there ("Not too much" and "Not at all" combined). The DAEP only had 22.5% students that were happy to be at the school; 19.6% were indifferent; and 57.8% of the students were not happy there. The AEP's (M = 2.32, SD = 1.097) and the DAEP's (M = 3.64, SD = 1.363) students differ in their happiness with their schools, $t(361) = 9.567$, $p < .001$ (Table 10, p. 71). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 88.992$, $p < .001$ (Table 11, p. 72). It is clear that the AEP students are happier to be at their school than are the DAEP students.

The second question on the student survey that was analyzed was "I feel as if I really belong at this school." This question also tests student attachment levels to school as a whole. The feeling of belonging could be whether or not students feel they should be

there, or whether or not they fit in. For some students it is a combination of both. The results are shown in the graphs below (Table 12, p.72).

Graph 6. Percentage of students with various levels of belonging with their current school

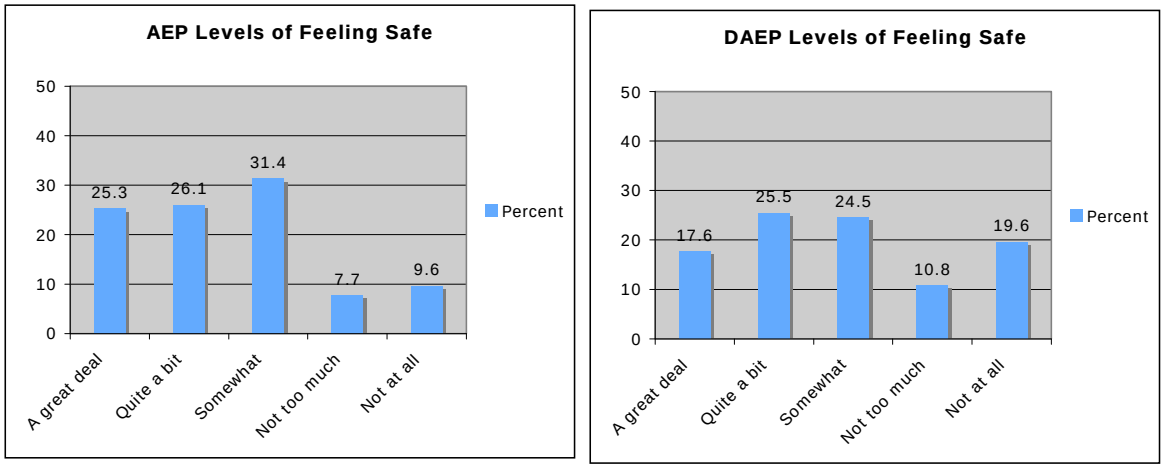


Graph 6 shows that at the AEP, 47.9% of the students felt as if they belonged at their current school; 28.7% were indifferent; and only 23.3% did not feel as if they belonged there. The DAEP only had 23.5% of their students feel as if they belonged at their current school; 16.7% were indifferent; and 59.8% did not feel as if they belonged there. The AEP's (M = 2.62, SD = 1.212) and the DAEP's (M = 3.73, SD = 1.415) students differ in their sense of belonging with their schools, $t(361) = 7.465$, $p < .001$ (Table 13, p. 72). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 71.660$, $p < .001$ (Table 14, P. 73). It is clear that the students at the AEP feel that they belong at their school more than do the students at the DAEP.

The third question on the student survey that was analyzed was "I feel safe at this school." This question sought more information about how the students felt about their

school. If they feel safe at school, they can be open to form bonds and attachments. If they do not feel safe, then no matter how much the teachers or administrators try to initiate bonds and attachments, the students will not be able to form these essential bonds. This question is a starting point for schools. The students must first feel safe before any attachment interventions can be made. The results are shown in the graphs below (Table 15, p. 73).

Graph 7. Percentage of students with various levels of feeling safe within their current school

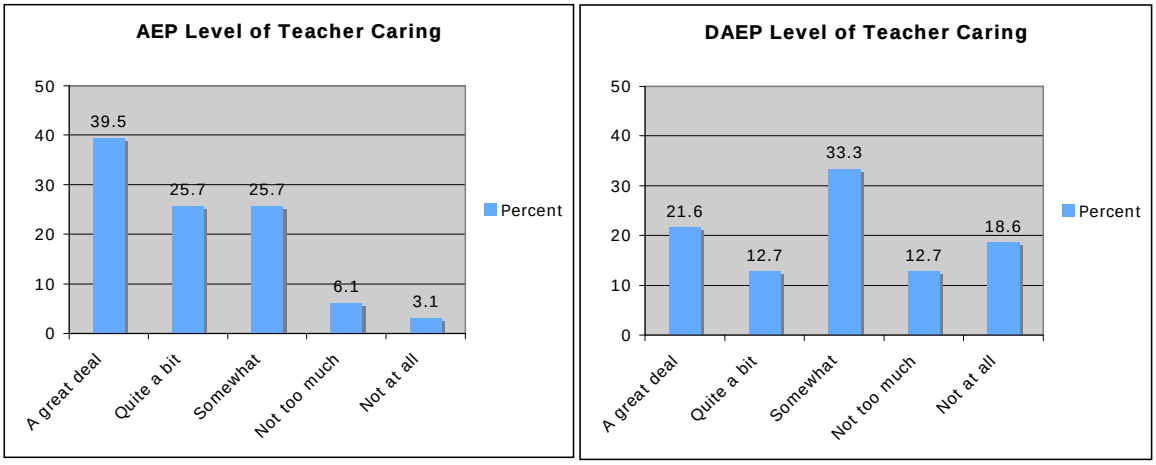


Graph 7 shows that at the AEP, 51.4% of the students felt that they were safe at their current school; 31.4% were indifferent; and only 17.3% did not feel safe there. 43.1% of the DEAP students felt safe at their current school, 24.5% were indifferent, and 30.4% did not feel safe there. The AEP's (M = 2.50, SD = 1.220) and the DAEP's (M = 2.89, SD = 1.377) students differed in their perception of safety at their schools, t(359) = 2.607, p= .01 (Table 16, p. 74). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 9.892$, p = .042 (Table 17, p.

74). It is clear that the students at the AEP feel safer at their school than do the students at the DAEP.

The fourth question analyzed on the student survey was "My teachers care about me at this school." This is an important question to determine whether there is an opportunity for bonding to occur between students and teachers. If the students do not feel that the teachers care about them, they will not be receptive towards attachment opportunities. The students must perceive that the teachers care about them before they will be willing to take that step towards attachment. The results are shown in the graphs below (Table 18, p.75).

Graph 8. Percentage of students who feel their teachers care or do not care within their current school

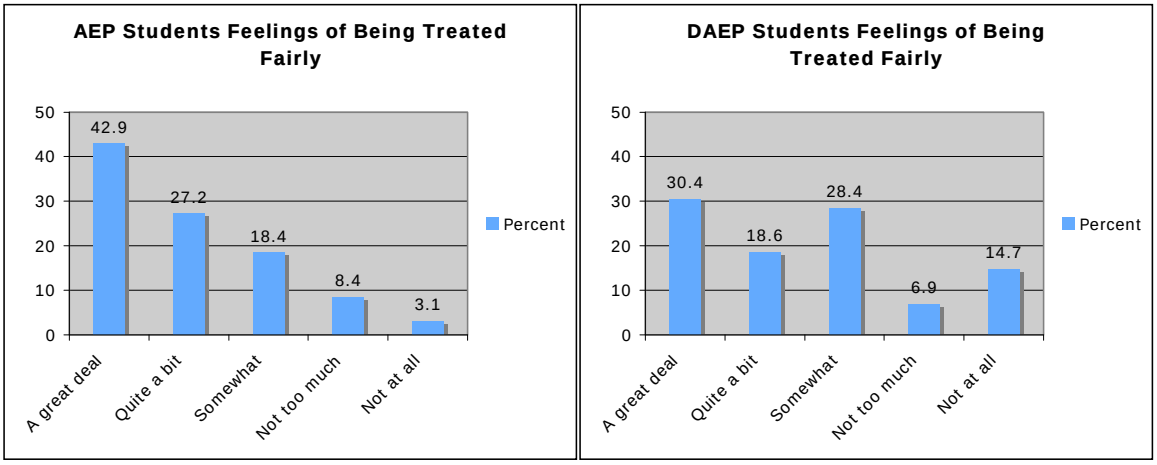


Graph 8 shows that at the AEP, 65.2% of the students felt that their teachers cared about them at their current school; 25.7% were indifferent; and only 9.2% did not feel that their teachers cared about them at their current school. Only 34.5% of the DAEP students felt that their teachers cared about them at their current school; 33.3% were indifferent; and 31.3% did not feel as if their teachers cared about them. The AEP's (*M* =

2.08, *SD* = 1.082) and the DAEP's (*M* = 2.94, *SD* = 1.377) students differ in their feelings about how much their teachers care about them within their schools, t(360) = 6.293, p< .001 (Table 19, p. 75). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 41.998$, p < .001 (Table 20, p. 75). It is clear that the students at the AEP feel that their teachers care about them more than do the students at the DAEP.

The fifth question analyzed on the student survey was "My teachers treat me fairly at this school." This is another question that seeks to determine student-teacher bonding potential. The students are not going to attach themselves to someone whom they perceive as treating them unfairly. For attachment to occur, the teachers must be perceived as being fair. The results are shown in the graphs below (Table 21, p. 76).

Graph 9. Percentages of students who feel their teachers do or do not treat them fairly within their current school

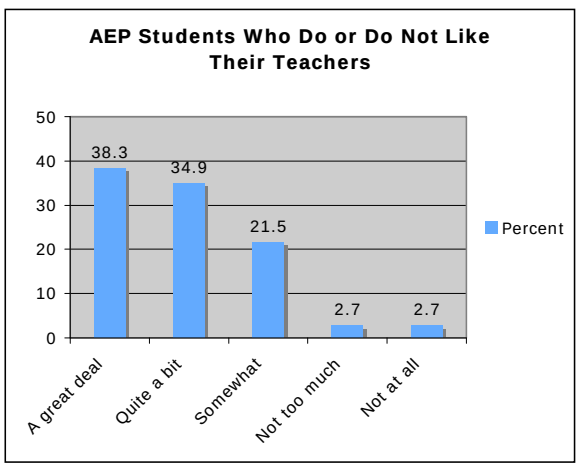


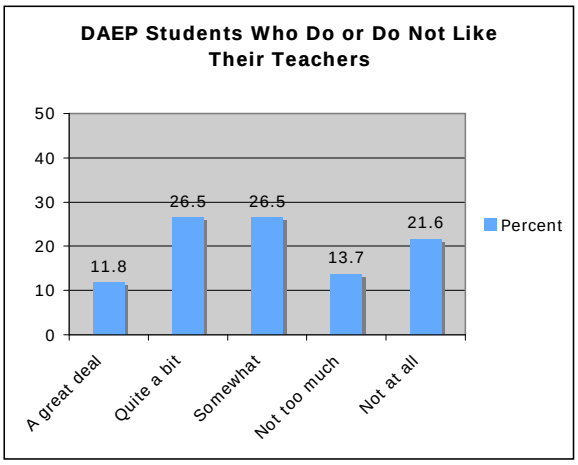
Graph 9 shows that at the AEP, 70.1% of the students felt that their teachers treated them fairly; 18.4% were indifferent; and only 11.5% did not feel that their teachers treated them fairly. 49.0% of the DAEP students felt that their teachers treated

them fairly; 28.4% were indifferent; and 21.6% did not feel that their teachers treated them fairly. The AEP's (M = 2.02, SD = 1.109) and the DAEP's (M = 2.56, SD = 1.381) students differ in their feelings about whether their teachers treated them fairly within their schools, t(360) = 3.933, p< .001 (Table 22, p. 76). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 24.588$, $p < .001$ (Table 23, p. 77). It is clear that the students at the AEP feel that their teachers treat them more fairly than the students at the DAEP.

Next on the survey was the question "I like my teachers." This was a very important question because it shows how attached the students are to the teachers themselves, not to the school in its entirety. Sometimes, students can really like their teachers and form a bond with them, but not really like the institution of the school. This question allows one to see if the students are really bonded to the school itself, or if the teachers have more of an impact on this bonding. The results are shown in the graphs below (Table 24, p. 77).

Graph 10. Percentages of students who like or do not like their teachers at their current school.

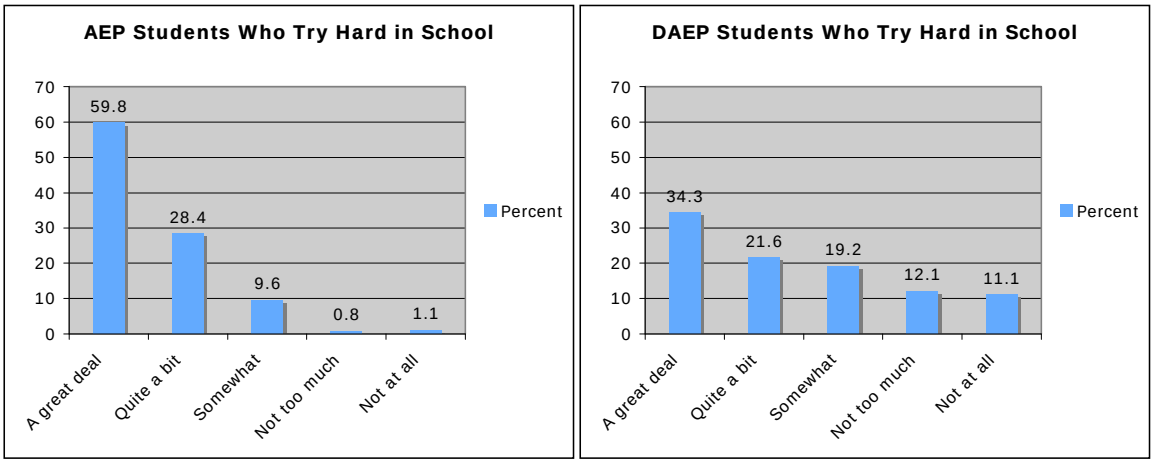




Graph 10 shows that at the AEP, 73.2% of the students liked their teachers; 21.5% were indifferent; and only 5.4% did not like their teachers. Only 38.3% of the DAEP students liked their teachers; 26.5% were indifferent; and 35.3% did not like their teachers. The AEP's (M = 1.97, SD = .974) and the DAEP's (M = 3.07, SD = 1.322) students differ in whether or not they like their teachers, $t(361) = 8.725$, $p < .001$ (Table 25, p. 77). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 67.358$, $p < .001$ (Table 26, p. 78). It is clear that the students at the AEP like their teachers more than do the students at the DAEP. This also shows that since the students at the AEP liked their teachers, there is a strong bond between teacher and attachment levels. This is not saying that the teachers at the DAEP are bad, they are just not fostering an environment that is suitable for the attachment of their students. This will be further explained with the post-teacher questionnaire.

The next two questions were for general information about the student population. The first question was "I try hard in school." This question can be used to see if the school has an effect on whether or not the students try hard. Trying hard does not affect attachment, however, previous research has stated that the more attached a student is, the better the student will perform (Payne, Gottfredson, & Gottfredson, 2003). This question helped test that statement, knowing so far that the AEP students are more attached than are the DAEP students. The results are shown in the graphs below (Table 27, p. 78).

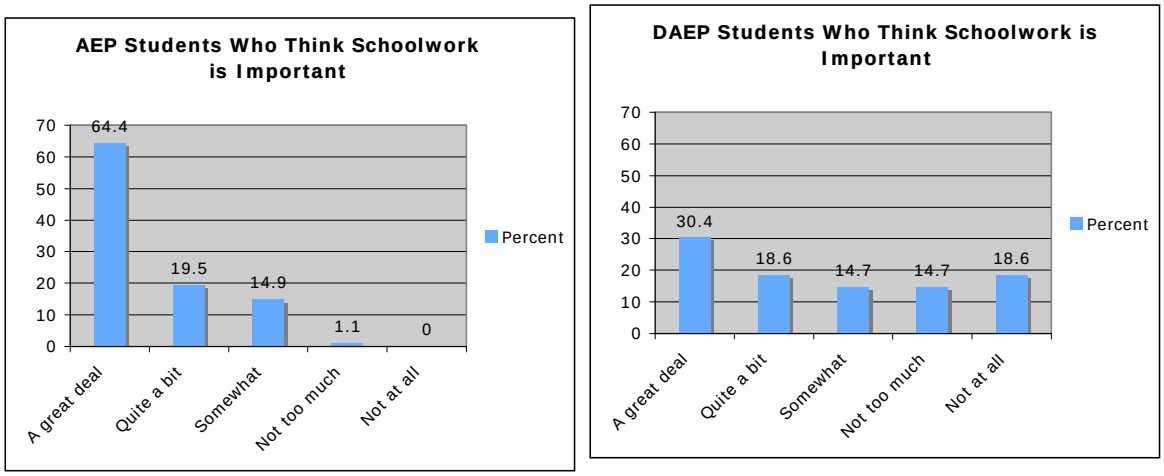
Graph 11. Percentage of students who try hard in the AEP and DAEP



Graph 11 shows that at the AEP, 88.2% of the students try hard in school; 9.6% were indifferent; and only 1.9% do not try hard. 55.9% of the DAEP students try hard; 11.8% were indifferent; and 22.6% do not try hard. The AEP's (M = 1.55, SD = .792) and the DAEP's (M = 2.41, SD = 1.370) students differ in whether or not they try hard in school, $t(357) = 7.461$, $p < .001$ (Table 28, p. 79). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 56.517$, $p < .001$ (Table 29, p. 79). It is clear that the students at the AEP try harder in school than do the students at the DAEP. Since the students were more attached at the AEP, there is a clear connection that with higher attachment levels comes more commitment to the academics of the program.

The next question was "Schoolwork is very important to me." This question shows whether or not the students differ in their opinion of school and schoolwork. It also shows if there is a connection with how important schoolwork is to the students and how hard they try in school. The results are shown in the graphs below (Table 30, p. 80).

Graph 12. Percentage of students who think that schoolwork is or is not important to them at both the AEP and DAEP

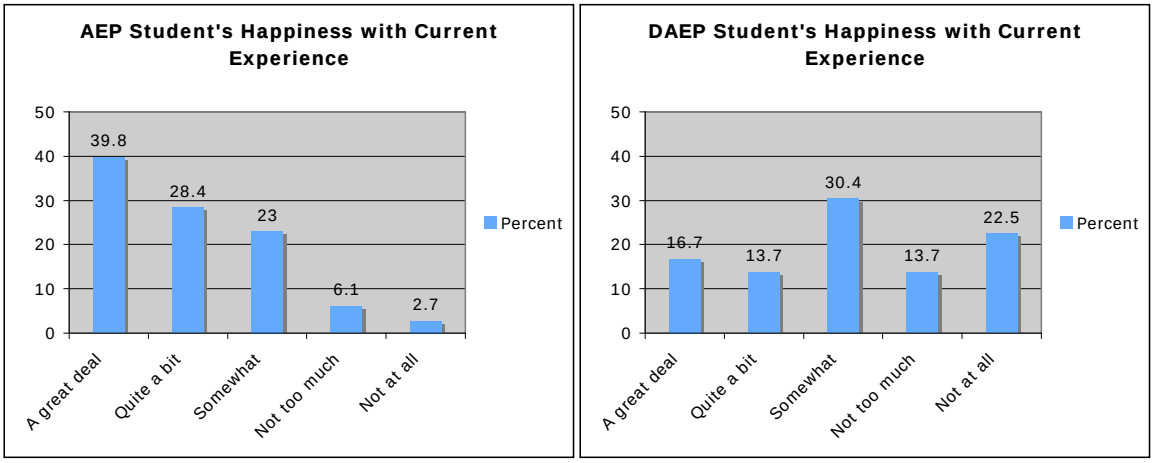


Graph 12 shows that at the AEP, 83.9% of the students think that schoolwork is important; 14.9% were indifferent; and only 16% do not think that schoolwork is important. At the DAEP, 49% of their students think that schoolwork is important; 14.7% were indifferent; and 33.3% do not think that schoolwork is important. The AEP's (M = 1.53, SD = .787) and the DAEP's (M = 2.72, SD = 1.519) students differ in whether or not they think that schoolwork is important, $t(358) = 9.682$, $p < .001$ (Table 31, p. 80). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 92.429$, $p < .001$ (Table 32, p. 80). It is clear that the students at the AEP think that schoolwork is more important than the students at the DAEP. This means that trying hard and the importance of schoolwork are very similar. As the students are "attached," their level of academic commitment goes up, this also includes importance of the programs academic goals.

The next two questions go together in the respect that they are comparing each groups happiness with their current educational experience to their prior educational

experience. First, the students' question "I am happy with my current educational experience at this school" was compared between the AEP and the DAEP. The results are shown in the graphs below (Table 33, p. 81).

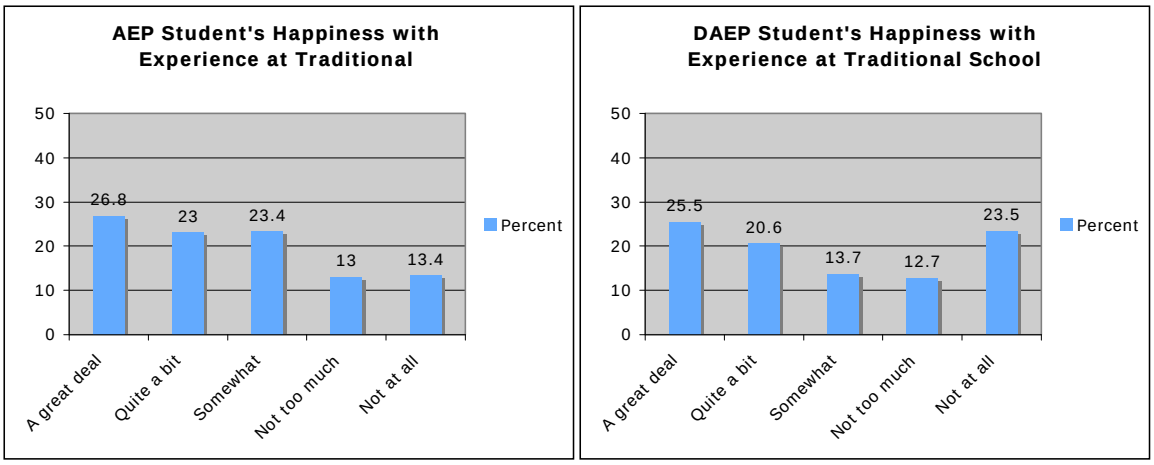
Graph 13. Percentage of students who are or are not happy with their current educational experience at the AEP and DAEP



Graph 13 shows that at the AEP, 68.2% of the students are happy with their current educational experience; 23% were indifferent; and only 8.8% are not happy with their current educational experience. The DAEP only had 30.4% students that are happy with their current educational experience; 30.4% were indifferent; and 36.2% are not happy with their current educational experience. The AEP's (M = 2.03, SD = 1.057) and the DAEP's (M = 3.12, SD = 1.380) students differ in whether or not they are happy with their current educational experience, $t(358) = 7.974$, $p < .001$ (Table 34, p. 81). The Chi Square analysis also shows that there was a significant difference between the AEP and DAEP, $\chi^2(4) = 60.779$, $p < .001$ (Table 35, p. 82). It is clear that the students at the AEP are happier with their current educational experience than are the students at the DAEP.

The next part of the question asks the students if they were happy with their educational experience at the traditional school. This is important for two reasons. First, it shows if the students were different when they entered into the DAEP or AEP. Second, it gives a baseline to compare their happiness from their traditional school to their alternative school. The results of their happiness at the traditional school are shown in the graph below (Table 36, p. 82).

Graph 14. Percentage of the AEP and DAEP students who were or were not happy with their educational experience at the traditional school



Graph 14 shows that at the AEP, 49.8% of the students were happy with their educational experience at the traditional school; 23.4% were indifferent; and 26.4% were not happy with their educational experience at the traditional school. 46.1% of the DAEP students were happy with their educational experience at the traditional school; 13.7% were indifferent; and 36.2% were not happy with their educational experience at the traditional school. The AEP's (M = 2.63, SD = 1.359) and the DAEP's (M = 2.88, SD = 1.548) students were not different in whether or not they were happy with their educational experience at the traditional school, $t(356) = 1.473$, $p = .142$ (Table 37, p. 83).

The Chi Square analysis also shows that there was not a significant difference between the AEP and DAEP, $\chi^2(4) = 8.204$, $p = .084$ (Table 38, p. 83). It is clear that the students at the AEP and the students at the DAEP had pretty much the same feelings towards their educational experience at the traditional school.

Now that we know that the students were similar before they moved to their alternative schools, it is important to find out if there was a change since they attended their current alternative schools. Are they happier with their educational experience at the alternative school than they were at their traditional school? The tables below show these results for both the AEP and DAEP.

Table 39. Difference of means test between student happiness at traditional school versus the alternative school for the AEP Students

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EDUCURR	2.04	260	1.057	.066
	EDUTRAD	2.63	260	1.359	.084

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	EDUCURR & EDUTRAD	260	.007	.908

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	EDUCURR - EDUTRAD	-.59	1.716	.106	-.80	-.38	-5.565	259	.000

The AEP students at the traditional school were not as happy ($M = 2.63$, $SD = 1.359$) as they were once they got to the AEP ($M = 2.04$, $SD = 1.057$). Happiness at each of the schools is not correlated ($p = .908$); therefore, just because they were happy at the traditional school did not mean that they were going to be happy at the AEP. The difference, therefore, in their happiness between the traditional school and the AEP is

statistically significant, t(259) = -5.565, p< .001. The AEP students actually became happier with their educational experience once they left the traditional school and moved to the AEP. This means that the AEP is increasing attachment levels.

Table 40. Difference of means test between student happiness at traditional school versus the alternative school for the DAEP students

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EDUCURR	3.11	98	1.384	.140
	EDUTRAD	2.88	98	1.548	.156

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	EDUCURR & EDUTRAD	98	.122	.232

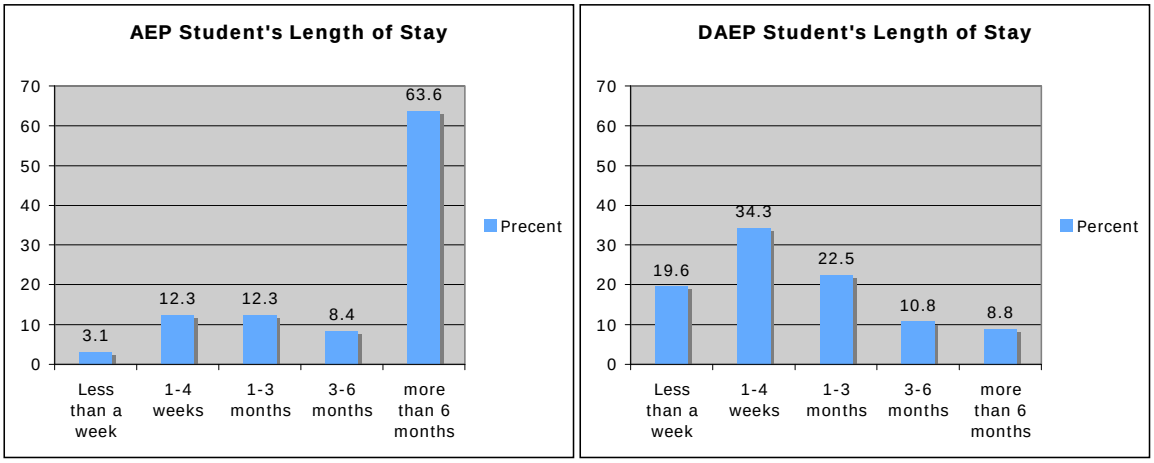
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	EDUCURR - EDUTRAD	.23	1.947	.197	-.16	.62	1.193	97	.236

The DAEP students at the traditional school were happier (*M* = 2.88, *SD* = 1.548) then they were once they got to the DAEP (*M* = 3.11, *SD* = 1.384). Happiness at each of the schools is not correlated (p= .232); therefore, just because they were happy at the traditional school did not mean that they were going to be happy at the DAEP. The difference in their happiness between the traditional school and the DAEP was not statistically significant, t(97) = 1.193, p= .236. Even though the difference was not statistically significant, there was a downward trend. The DAEP students actually became less happy with their educational experience once they left the traditional school and moved to the DAEP. This means that the DAEP is not increasing attachment level. The attachment levels for these students are either staying the same or decreasing slightly.

One thing that is important to note about the difference between the AEPs and DAEPs is that the AEP's are typically longer term than the DAEP's. The students at the AEP usually stay at their school for a long time; the students who at the DAEP are usually only there for short periods of time. The length of time that the students had been at their school was analyzed. The results are shown in the graphs below (Table 41, p. 84).

Graph 15. Percentage for the amount of time the students have been at the AEP or the DAEP



Graph 15 shows that at the AEP, only 3.1% students were there less than a week; 12.3% were there 1-4 weeks; 12.3% were there 1-3 months; 8.4% were there 3-6 months; and 63.6% were there more than 6 moths. The DAEP had 19.6% students that were there less than a week; 34.3% were there 1-4 weeks; 22.5% were there 1-3 months; 10.8% were there 3-6 months; and only 8.8% were there more than 6 moths. The AEP's (M = 4.18, SD = 1.227) and the DAEP's (M = 2.53, SD = 1.203) students differed in the amount of time they had been at their school, $t(356) = -11.380$, $p < .001$ (Table 42, p. 84).

It is clear that the AEP students have been at their schools much longer than the students at the DAEP, showing that the AEP is a longer-term placement than the DAEP.

An important aspect of this whole study was whether or not the students were answering the surveys truthfully. Without knowing this, the results may not be valid. In order to test for this the students were asked a reverse item about liking their teacher. Early in the survey the students were asked, "I like my teacher;" on the next page the statement "I don't like my teachers," was posed. Table 43 shows the Chi Square analysis of their responses.

Table 43. "I like my teachers" compared with "I don't like my teachers."

LIKE * NOTLIKE Crosstabulation

			NOTLIKE					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
LIKE	A great deal	Count	8	11	8	11	73	111
		%within LIKE	7.2%	9.9%	7.2%	9.9%	65.8%	100.0%
		%within NOTLIKE	24.2%	30.6%	8.2%	18.0%	56.2%	31.1%
	Quite a bit	Count	3	9	31	35	39	117
		%within LIKE	2.6%	7.7%	26.5%	29.9%	33.3%	100.0%
		%within NOTLIKE	9.1%	25.0%	32.0%	57.4%	30.0%	32.8%
	Somewhat	Count	3	11	50	9	8	81
		%within LIKE	3.7%	13.6%	61.7%	11.1%	9.9%	100.0%
		%within NOTLIKE	9.1%	30.6%	51.5%	14.8%	6.2%	22.7%
	Not too much	Count	3	4	5	5	2	19
		%within LIKE	15.8%	21.1%	26.3%	26.3%	10.5%	100.0%
		%within NOTLIKE	9.1%	11.1%	5.2%	8.2%	1.5%	5.3%
	Not at all	Count	16	1	3	1	8	29
		%within LIKE	55.2%	3.4%	10.3%	3.4%	27.6%	100.0%
		%within NOTLIKE	48.5%	2.8%	3.1%	1.6%	6.2%	8.1%
Total		Count	33	36	97	61	130	357
		%within LIKE	9.2%	10.1%	27.2%	17.1%	36.4%	100.0%
		%within NOTLIKE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	202.765 [a]	16	.000
Likelihood Ratio	171.119	16	.000
Linear-by-Linear Association	60.972	1	.000
N of Valid Cases	357		

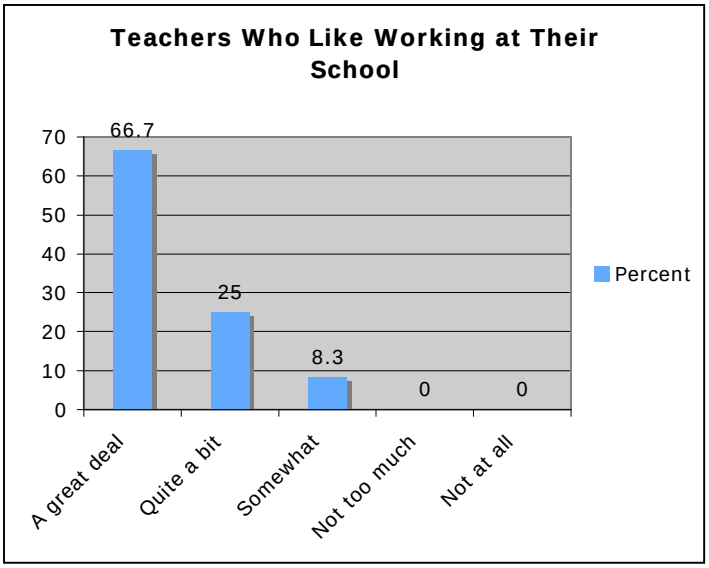
a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is 1.76.

The results show that there is a significant difference between the students' answers on the two questions, $\chi^2(16) = 202.765$, $p < .001$. This shows that the students were answering the questionnaire truthfully because a large majority of the cases were falling off diagonal. Only 80 of the 353 cases were on diagonal. This is only about 22% of the cases.

Teacher Survey

The teachers were asked to comment on five statements about their school, their students, and about them personally. There were asked how much they agree with each of the statements. The first statement was "I like working at this school." Of the 12 teachers surveyed, 66.7% stated that they liked working at the school a great deal; 25% liked working there quite a bit; and only 8.3% only liked working there somewhat. These results are shown in the graph below (Table 44, p. 84).

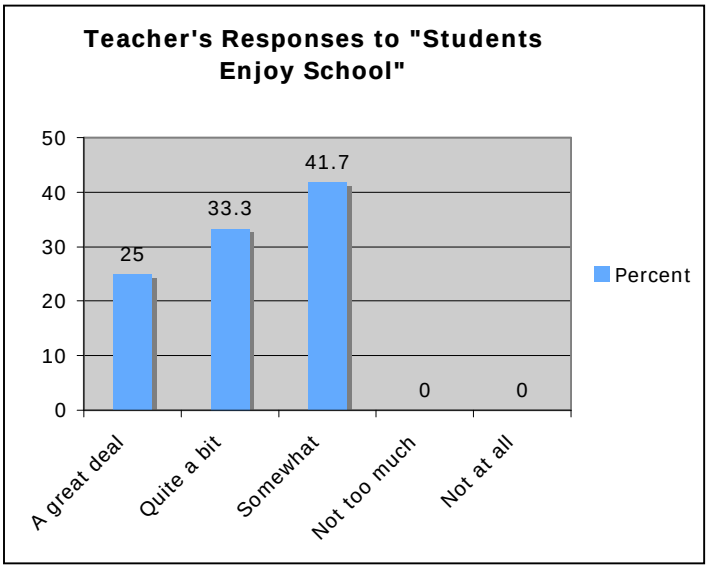
Graph 16. Percentage of teacher responses to "I like working at this school."



The next statement in the teacher survey was "the students enjoy coming to this school." This was testing teacher perception of their students. Were the teachers in line

with the students on liking the school, or were their responses different? 25% stated that they thought the students enjoyed going to their school a great deal; 33.3% thought the students enjoyed going to their school quite a bit; and 41.7% thought the students enjoyed going to their school somewhat. These results are shown on the graph below (Table 45, p. 84).

Graph 17. Percentage of teacher responses to "the students enjoy coming to this school."

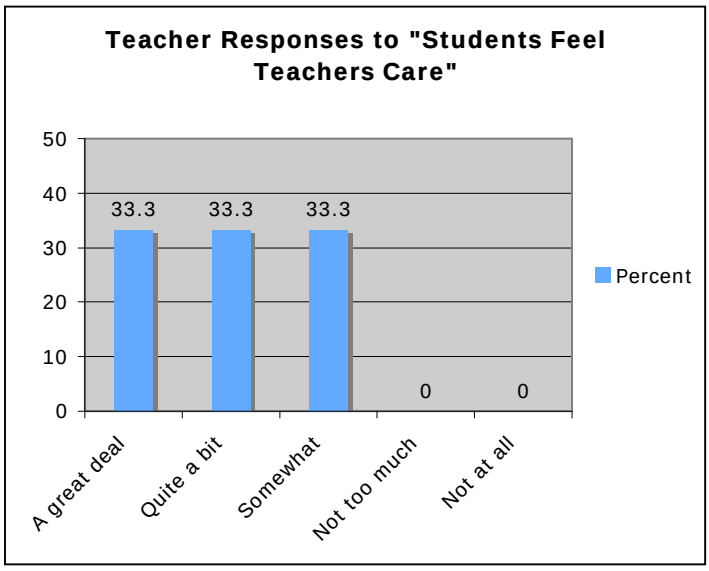


The teachers' perception (M = 2.17, SD = .835) and the students' feelings (M = 3.64, SD = 1.363) were different as to whether the students were happy or enjoyed coming to the school, $t(112) = 6.222$, $p < .001$ (Table 46, p. 85). It is clear that the teachers perceive that the students are happier or enjoy coming to their school much more than the students really do.

The teachers were then given the statement "the students at this school feel like the teachers care about them." This was again testing teacher perception of their students. Were the teachers in line with the students on whether the teachers care, or were their responses different? Of the 12 teachers surveyed, 33.3% stated that they thought the

students think the teachers care a great deal, 33.3% thought the students think the teachers care quite a bit, and 33.3% thought the students think the teachers care somewhat. These results are shown on the graph below (Table 47, p. 85).

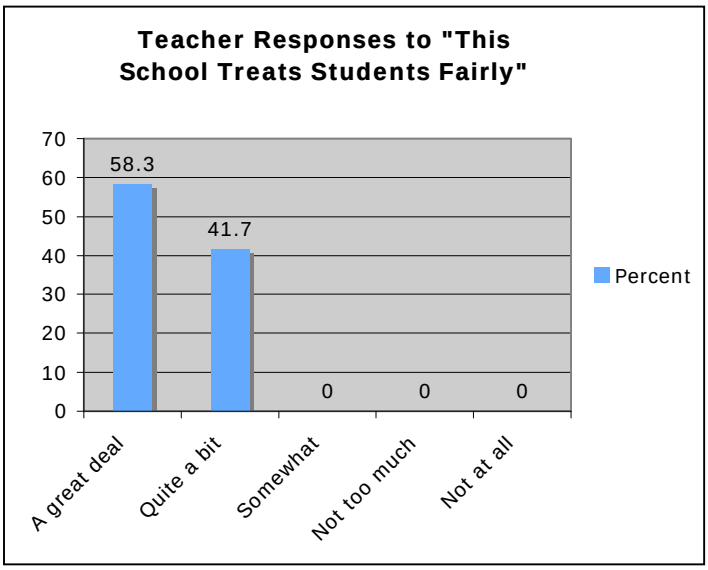
Graph 18. Percentage of teacher responses to "the students at this school feel like the teachers care about them."



The teachers' perception (M = 2.00, SD = .853) and the students' feelings (M = 2.94, SD = 1.377) differed in whether the students thought that the teachers cared, $t(111) = 2.309$, $p < .05$ (Table 48, p. 85). It is clear that the teachers perceive that the students think that the teachers care much more than the students really do.

The last statement to be compared with student responses was "This school treats students fairly." Were the teachers in line with the students on if the school treats them fairly, or were their responses different? 58.3% stated that they thought the students think school treats them fairly a great deal; and 41.7% thought the students think the school treats them fairly quite a bit. These results are shown on the graph below (Table 49, p. 86).

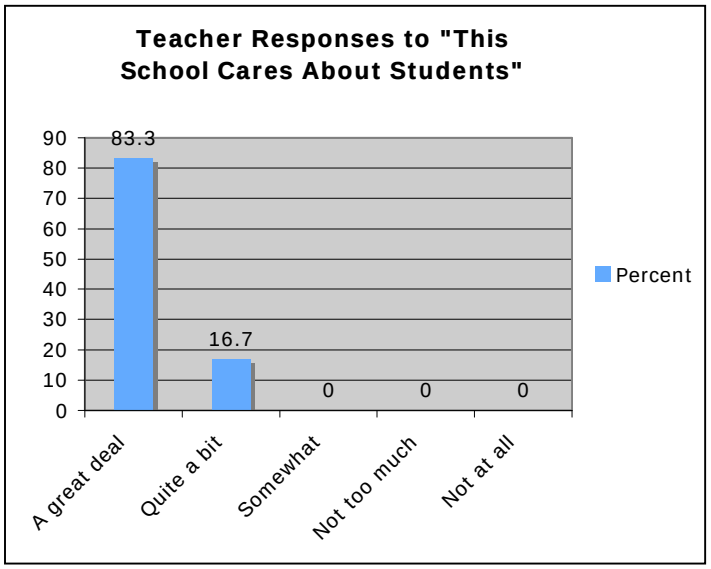
Graph 19. Percentage of teacher responses to “This school treats students fairly.”



The teachers’ perception (M = 1.42, SD = .515) and the students’ feelings (M = 2.56, SD = 1.381) differed in whether the students thought that the school treats them fairly, $t(111) = 2.845$, $p < .05$ (Table 50, p. 86). It is clear that the teachers perceive that the students think that the school treats them more fairly than the students really do.

The last teacher statement was “This school cares about the success of the students.” This question was put in to see if the teachers care about the success of the students and if that will correlate to their responses on the post-survey questionnaire. 83.3% feel that the school cares a great deal about the success of the students; and only 16.7% feel that the school cares quite a bit about the success of the students. The teachers at this school really feel as though the school cares about the success of the students. The results are shown on the graph below (Table 51, p. 86).

Graph 20. Percentage of teacher responses to “this school cares about the success of the students.”



Teacher Post-survey Questionnaire

The Post-Survey Questionnaire was completed only at the DAEP site.[1] Data analysis for the teachers interviewed consisted of categorizing the data collected during the 30-minute post–survey questionnaire. The results were categorized into units that consisted of each question asked on the questionnaire. As this was done, rules were made for inclusion into each question. The rules included: having more than a one-word answer and combining the similar one word answer into one answer. These rules served to justify the inclusion of each response into its respective unit or question. This allowed each unit to remain internally consistent. Each unit was then given a title, which was essentially the question that was asked.

[1] The AEP would not allow me to survey the teachers. Permission was only given to survey the students. Although this was disappointing, I was at least able to survey the teachers at the DAEP, which had lower attachment and perhaps their ideas on attachment levels are more relevant to this study than the ideas of the teachers from the school with high attachments. In the future, it would be nice (and important) to see if the teachers at the AEP realize that their school is creating high attachment levels.

The results given to the teachers were a combination of both the AEP and DAEP. This meant that they saw higher attachment levels then were actually present within their school. The first unit asked the teachers "Were the results what you expected?" Most of the teachers had expected to see higher levels of attachment as seen from their earlier survey. Most of the teachers indicated "yes." One teacher felt strongly about the school stating, "Yes, kids, I think, really like our school." Only two of the teachers claimed that the results were not what they expected.

When asked if seeing the results changed their perception of the school, the teachers unanimously stated "no." Then, the teachers were asked which of the students' perceptions they would most like to change. This is where their responses started to get interesting. Three of the teachers were concerned with the safety of the school and wanted the students to feel safer. The majority of the teachers, though, felt that students attachment was too high for a DAEP. They indicated: "Not make this their home away from home," "As a DAEP students should like us less," "The likeability – don't want to retain," "This is a discipline school. I think the students need to not like it here. It is to be a deterrent." That the teachers did not want their DAEP to have high attachment levels could be one reason why the DAEP has lower attachment than the AEP. When asked how they could achieve this change in perception, a majority of the teachers responded with more consistent discipline. One teacher stated that there should be "more consistent unlikable consequences." Another indicated that there should be "higher highs and lower lows-ISS should be a dungeon." This indicated that the teachers perceive that stronger discipline leads to less attachment.

Interestingly enough, the next question asked of the teachers was "What kinds of things do you think will raise attachment levels at your school?" This caught several of the teachers off guard. Four teachers left the question blank, not answering anything. A few teachers played along stating that teacher concern, class size, or getting to know the students could help raise those attachment levels. However, there were some teachers that indicated, "Don't want to, don't want them to come back!!!" or "I don't think we want them to be attached here. That is for the regular campus." This shows that perhaps there is a split interest in raising attachment levels. It is clear that some teacher feel that it is completely inappropriate to raise those levels at a DAEP.

So why did these teachers choose to teach at this particular school? That was the next question asked of them. So far it seems they do not want the kids to be there, stay there or become attached, so why teach there? One teacher liked that the classes were smaller than at the traditional school. Some of the teachers were teaching there by chance; they either did not really know what they were getting into, got offered a job and took it, or the job sounded like fun to them. The majority of the teachers however indicated that they wanted to work with at-risk students. They stated, "I like the kids," "to reach kids," and "teach at risk kids best." It does not make sense that they want to work with these students, but do not want them to feel attached. To make better sense of this, the teachers were asked, "What special things do you think your school has to offer?" The majority of teachers responded with statements like, "caring professional staff," and "dedicated staff." A few of the teachers felt that a smaller class leads to more individual attention.

Having an idea that the teachers want the kids to not like it there, but that they enjoy working with those types of students, the teachers were then asked "What do you feel is working for your school? What isn't?" The teachers did not respond well to this question at all. Four teachers did not answer any part of it. Three of those teachers had also not answered the question above. A few teachers only answered the first part of the question stating that the staff and social workers work well there. The teachers who answered the last part of the question felt that there is not enough discipline or consistency at the school. Trying to get more information about the teachers' thoughts, the question was then asked, "Does class size affects your ability to engage in a flexible curriculum?" This question reflected on their previous answers that smaller class size leads to more individualized attention. The staff unanimously agreed that indeed class size does affect their ability to engage in a more flexible curriculum. Some went so far as to state that they needed even smaller class sizes.

Lastly, the teachers were given the opportunity to answer the question, "Is there anything else you would change about your school?" A few teachers indicated that they would like smaller class sizes or more control over admissions, so that the teachers do not get flooded with students. However, a majority of the teachers again indicated that they would like to see more consistent discipline. One teacher indicated that the DAEP should be "an undesirable consequence." Again, this shows that the teachers feel that discipline is the key to lowering attachment levels and causing the students to not want to return.

Chapter 6. Discussion

This dissertation first explained different facets of juvenile delinquency, then went on to discuss school bonding and attachment theory. Finally, attachment to school and its effects on later life crime was described. The finding of my earlier study illustrated that as an adolescent feels a stronger bond towards school, they tend to commit fewer crimes in their later life. Attachment to school prevailed as being one of the most important factors in determining future criminality. I choose to look at alternative schools in this study because they contain students that had prior engagements in criminal activity or were for some reason unable to cope in mainstream schools. In essence, these students can be considered to be already "at risk" for becoming life-long criminals.

I hypothesized earlier that students in the DAEPs would have lower attachment levels than students in the AEPs. This chapter will review each of the four questions that the study proposed, as well as conclude whether or not my earlier hypothesis was correct.

The first two research questions I proposed were, "What are the current attachment levels in alternative schools?" and " Do certain alternative schools foster higher levels of attachment than others?" There were four different types of questions on the student survey that combined can ultimately give an answer to these research questions. They were: school as a whole, teachers, student population, and overall experience both at their current school and at their previous traditional school. The questions that tested attachment in the school as a whole asked if the students were happy there, belonged there, and felt safe there. Overall, the AEP had much higher attachment levels than did the DAEP.

When asked about being happy at their school, the AEP's mean was 2.32. This meant that the students were on the happy side of the scale (1 being happiest, 3 indifferent, and 5 being unhappiest). The DAEP, however, had a mean of 3.64: the students at the DAEP are not happy to be there. The same trend was true for belonging (AEP's mean was 2.62; DAEP's was 3.73). Both schools' students felt safe (AEP mean = 2.5, DAEP = 2.89); however, the students at the AEP felt safer overall than did the students at the DAEP.

So far the trend was that the AEP is producing higher attachment levels than the DAEP. Next, I wanted to see if the teachers were causing this effect at all. Three questions were asked about the teachers: my teachers care about me, they treat me fairly, and I like my teachers. The AEP's students felt as though their teachers did care (m=2.08) whereas the DAEP was leaning more towards being indifferent (m=2.94). This leads me to conclude that the students as a whole at the AEP know that their teachers care about them, but the students at the DAEP are quite unsure. As far as being treated fairly, both schools did well. However, the AEP's (m=2.02) students feel as if they are being treated more fairly than the DAEP's students (m=2.56). The most important question was, "I like my teachers." This is the true test to see how attached the students are to their teachers. Here there was a big difference between the AEP and DAEP. The AEP's mean was 1.97. 73.2% of the students there liked their teachers or are attached to their teachers. The DAEP's mean was only 3.07. Only 38.3% of their students were attached to their teachers. This is a large difference and overall, the AEP far exceeds the DAEP in teacher perception and attachment. An implication for future research in this area may

be: “What are the teachers doing differently at the AEP versus the DAEP to attain such high attachment levels?”

The students themselves at the AEP tend to try harder (m=1.55 v. 2.41 for the DAEP) as well as care more about schoolwork (m=1.53 v. 2.72 for the DAEP). This shows that the higher attachment levels with the school and the teachers are carrying over to how hard the students are trying and how important they think that schoolwork is. This confirms what Payne, Gottfredson, & Gottfredson (2003) stated: “Students who are more attached to teachers, more committed to school…will display higher academic achievement and less deviant behavior” (p.753). The AEP is successful in not only harboring higher attachment levels but also in gaining higher academic achievement.

Next, the final part of the student survey created to answer the question about attachment, asked students about their overall school experience. The students were asked about their happiness with their current and traditional school experiences. The AEP’s students were happier (m=2.03) than the DAEP’s students (m=3.12). In fact, 68.2% of the AEP’s students were happy versus 30.4% at the DAEP. At their traditional schools, both schools’ students were equally indifferent (AEP m=2.63, DAEP m=2.88). This means that the students were the same before they came to their alternative schools. These are not different populations; there was no correlation to their happiness at their previous school versus their new school.

The students were at the same level of attachment when they left their traditional school. Once going to the AEP, the students became more attached. Only 49.8% of those students were attached at the traditional school, whereas once at the alternative school attachment went up to 68.2%. The AEP succeeded in raising the attachment

levels of its students. The DAEP however managed to lower attachment levels. 46.1% of its students were attached to the traditional school. Once they got to the DAEP, the attachment level dropped to 30.4%. Even though this drop was not significant, there is a downward trend. The DAEP is not succeeding in creating higher attachment levels. Therefore, the answer to the second research question, "Is one school fostering higher attachment levels than another?" is yes; the AEP is creating much higher attachment levels.

This leads to implications for future research. It would be interesting to see what exactly the AEP is doing differently than the DAEP to create these higher attachment levels. Is it just the amount of time that the students are staying there? Or, is there more to it? Are the teachers trained differently at the AEP versus the DAEP? Do they understand their teaching role differently because of the nature and purpose of the school in which they teach? Perhaps there is an understanding by both the teachers and students that the AEP is a last chance for success and attachment before the students become adults.

One possible limitation of this study that may affect generalizing is that there was only one of each type of school surveyed. It would be interesting to see if other schools across the nation show the same results that these two schools showed. Are all DAEPs getting these same results? Or is just this one, not attaining attachment? Are all AEPs attaining high attachment levels, or is this particular one an example of a program that works?

This survey could be used by schools everywhere to see how attached their students are and to see if changes need to be put in place to raise attachment levels.

Another implication for professional practice that this study proposes is that DAEPs become long-term facilities. Sending the students to their alternative schools short term is not changing or helping their attachment levels. School districts need to revamp their alternative school programs and make the schools more long term or suggest that the students enroll in an appropriate AEP, where they have the ability to stay long term and create attachments that can be later transferred into adulthood, perhaps allowing them the possibility to lead crime-free lives.

The last two research questions were: "What do teachers perceive attachment levels to be at their alternative schools?" and "Are alternative school teachers perceptions of attachment on par with the actual attachment levels?" The teacher section of this study was divided into two parts. The first part was a survey asking if they enjoy working there as well as how they perceive the students' thoughts on the school. The second part was a questionnaire to get a better idea of how they felt about their school and if there is anything they would like to see change at their school.

The teachers at the DAEP were given both parts of the survey. I felt it was important to see how the DAEP's teachers felt towards their school and their students' attachment levels, since they were the school that is not attaining high attachment levels. Are these low attachment levels purposeful? Or do they think that they have high attachments and therefore believe that nothing should be changed?

The teachers displayed that they really do enjoy working at their school. 91.7% of the teachers like working there either a great deal or quite a bit. According to their post survey questionnaire they like the smaller class sizes, enjoy the at-risk kids, and love

the close interactions they have with the students. They feel that they are a caring, dedicated, professional staff that wants the students to be successful.

58.3% of the teachers perceive that the students enjoy coming to their school; however, this was not accurate. The students stated in their survey that they were either indifferent or did not enjoy coming to the school (m=3.64). 66% of the teachers felt that the students think that their teachers care. This was also not accurate. The students are more indifferent (m=2.94), meaning that the students cannot really tell if the teachers care, or that they are split down the middle. Almost a third of the students chose somewhat, meaning they really did not know. A third thought the teachers cared, and a third did not think the teachers cared. The same was true about being treated fairly. 100% of the teacher perceived that the students think that they treat them fairly, whereas not all the students do think that. In fact only 49% of the students feel as though they are treated fairly.

The teachers' perception that the students enjoy coming to the alternative school a lot more than they actually do, the students thinking that the teachers care more than they actually do, and the students thinking that the teachers treat them more fairly than they actually do may be causing some of the attachment issues. If the teachers' perception is higher than the student levels, then the teachers may not realize that things need to be changed. The question, though, has to be asked: Does the school want the students to become successful? 100% of the teachers responded yes. If the school wants the students to succeed, why then does it have such low attachment levels? Is it only because the teacher perception is off, or is there more to it? This is when I turned to the post-survey questionnaire for answers.

The post-survey questionnaire gave me some interesting information. The teachers believe that their school is not disciplined enough and that the students should not like it there. They repeatedly made comments like "this is a discipline school, the students need to not like it here," and "we don't want to raise attachment, don't want them to come back!" This means that the teachers do not realize that attachment levels equate to success. They are defining success as staying out of their school. They are not defining success as bettering the students and helping the students become productive members of society. The post-survey questionnaire showed that the teachers do care; they are not purposefully at fault for lower attachment levels. They want to help the students, they want to teach at an at-risk school, and they want to do what is best for the students. The problem is that they do not realize that what is best for the students, is higher attachment levels. With higher attachment levels come higher academic achievement and less discipline problems. Also higher attachment levels will allow these students to form bonds that can then be transferred into adulthood to work and marriage.

Observed Differences Between the DAEP and the AEP

While this study is based upon statistical analyses, there were some things observed while at the AEP and DAEP that I feel could account for their differences in attachment levels. The DAEP was a very strict environment with very little talking in commons areas. The cafeteria had a rule of absolutely no talking, nor were the students allowed to congregate in any particular area. Most of the classrooms were mixed grade levels, with the work provided by the home school. The teachers at the DAEP handed the students the assignments and then monitored/helped them with their progress. There was

a military boot camp style influence on campus with men in military uniforms patrolling the campus.

The AEP on the other hand was much different. The students were given many more freedoms. Between classes, I saw groups of students talking while walking towards their next class as well as talking with their teachers. The teachers in the AEP created lessons for the student engaging them in the topic, rather than handing them a book and a worksheet. The students were able to choose their schedule and if they wanted to attend classes in the morning or in the afternoon. This was a half-day program allowing students to have a job or spend the other half of the day doing other things. At one time while in the office, I witnessed a student wanting to change to the afternoon because he likes to sleep in, the counselor changed his schedule with no hesitation. This shows me that the students have the option to be in control of their schedules, giving them ownership. This student was very excited that he was able to make that change. He in turn will probably do better in the afternoons, getting the proper rest and knowing he had the choice.

Implications for the Advancement of Attachment in Alternative Schools

As I stated in my Introduction, life-course crime is a phenomenon that scientists have been trying to unlock for years. As I have looked within two alternative schools seeking seeds of insight into why some juveniles choose to continue to commit crimes into adulthood while others do not, I recognize with a surety that a large part of the answer does indeed lie in the schools.

There are a few implications for further study within my work. There are also more questions. What is causing the teachers to feel that success in their DAEP is

dependent upon the students not liking it there? Is the school district emphasizing less recidivism? Is it the school administration? Or, is it the State of Texas? Also, if the teachers realized that the students need to form attachments, would they change their attitudes towards their students and the school? Would the teachers encourage the school district to allow the students to stay longer at the DAEP or even create more AEPs for their students? Would the teachers choose to leave their current school and go teach at an AEP that is attaining high attachment and making a difference in the lives of the students? If the administration's perceptions were changed about the importance of attachment, would the teacher's perceptions also change?

A possible limitation was that I could not show the teachers the DAEP's results separately from the AEP's results. I had to show them a combination of the attachments for both schools. Therefore, they may not have realized that the attachment levels were as low as they were. Also, the teachers did not realize that attachment is as important as it is. Had the teachers realized that attachment levels are important, perhaps their post-survey questionnaire answers may have shown more concern for the students.

In my opinion, an important implication of this study for professional practice is informing teachers and administrators of the importance of attachment levels, as well as training teachers and administrators how to raise attachment levels. Teachers and administrators need to understand that success and attachment come hand in hand. The students must become attached before any other academic or disciplinary advances can be made.

In order for any change to come about, whether it lies at the student level or at the teacher level, the State must first acknowledge that there is a problem with the current

system. This study gives a basis for the idea that it is in the State's best interest to rehabilitate for the future, rather than for the today. Perhaps, money should be taken from the prison rehabilitation system and placed into the alternative education programs. Perhaps funds should be moved from the testing system to a program that works to foster an understanding of what attachment is, why it is important, and how attachment can be "built" with students in schools.

From the research that I performed, when the parents fail in providing early attachment with their children, the child's teachers have the responsibility not only to educate, but also to "attach" these students before they graduate or drop out. Otherwise, the students have a high risk of becoming life-long criminals. If the State were to provide education programs, so that the teachers are aware of the importance of this "attachment," as well as counselors to aid in the attachment process, perhaps prison space will not be a future issue. The State should also provide a venue for these high-risk students to form "attachments" in an alternative atmosphere that enables them to be successful. As Texas seems to love their testing, the State could also give attachment assessments within these alternative settings, to ensure that high attachment levels are attained.

Considering Attachment Theory's Potential

Attachment theory is an important part of a students' success not only in the classroom but also in the rest of their lives. This is what makes it such an important idea for teachers and administrators to understand. This study has shown that when a student is highly attached, they will in turn not only care more about their academic success but also put more effort into further endeavors. This leads them to be more successful in the

classroom and for the teachers. Also, their level of disruptiveness declines the more attached they are, making it easier to teach them. After they leave school, these attachments prove to have long-term effects, more so than any other life event in keeping the students out of trouble. The more highly attached they are in school, the less likely they are to commit crimes for the rest of their lives. This is a significant finding that has much potential. This could and should reshape the way that teachers and administrators look at misbehavior and deviant behavior both inside and outside of school and how to deal with those students who have acted out. Instead of punishing them, the students should be sent where high levels of attachments can be formed, thus potentially changing their life trajectories.

At the conclusion of my study, I have many questions, some of which lead me back to my original literature research. Then I learned that there was not much consideration or understanding of attachment in educational inquiry. Then, as now, I see that this is problematic. It is likely that were teachers in all school settings to understand attachment and its relevance to the greater community, they would be able to better affect its development. Most particularly, if teachers in alternative settings could create higher levels of attachment and greater connections between their students and their school experiences, hope might be a more probable reality for adolescents at risk.

TABLES

Table 9. Count and Percentage of students with various levels of happiness with their current school

AEP

HAPPY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	69	26.4	26.4	26.4
	Quite a bit	84	32.2	32.2	58.6
	Somewhat	77	29.5	29.5	88.1
	Not too much	17	6.5	6.5	94.6
	Not at all	14	5.4	5.4	100.0
	Total	261	100.0	100.0	

DAEP

HAPPY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	10	9.8	9.8	9.8
	Quite a bit	13	12.7	12.7	22.5
	Somewhat	20	19.6	19.6	42.2
	Not too much	20	19.6	19.6	61.8
	Not at all	39	38.2	38.2	100.0
	Total	102	100.0	100.0	

Table 10. Independent samples test for student happiness at AEP compared to student happiness at DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
HAPPY	DAEP	102	3.64	1.363	.135
	AEP	261	2.32	1.097	.068

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HAPPY	Equal variances assumed	14.318	.000	9.567	361	.000	1.32	.137	1.045	1.586
	Equal variances not assumed			8.708	154.787	.000	1.32	.151	1.017	1.614

Table 11. Chi Square analysis of student happiness at AEP compared to student happiness at DAEP.

HAPPY * SCHOOL Crosstabulation

			SCHOOL		
			DAEP	AEP	Total
HAPPY	A great deal	Count	10	69	79
		% within HAPPY	12.7%	87.3%	100.0%
		% within SCHOOL	9.8%	26.4%	21.8%
	Quite a bit	Count	13	84	97
		% within HAPPY	13.4%	86.6%	100.0%
		% within SCHOOL	12.7%	32.2%	26.7%
	Somewhat	Count	20	77	97
		% within HAPPY	20.6%	79.4%	100.0%
		% within SCHOOL	19.6%	29.5%	26.7%
	Not too much	Count	20	17	37
		% within HAPPY	54.1%	45.9%	100.0%
		% within SCHOOL	19.6%	6.5%	10.2%
	Not at all	Count	39	14	53
		% within HAPPY	73.6%	26.4%	100.0%
		% within SCHOOL	38.2%	5.4%	14.6%
Total		Count	102	261	363
		% within HAPPY	28.1%	71.9%	100.0%
		% within SCHOOL	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	88.992[a]	4	.000
Likelihood Ratio	83.752	4	.000
Linear-by-Linear Association	73.214	1	.000
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.40.

Table 12. Count and percentage of students with various levels of belonging with their current school

AEP

BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	57	21.8	21.8	21.8
	Quite a bit	68	26.1	26.1	47.9
	Somewhat	75	28.7	28.7	76.6
	Not too much	40	15.3	15.3	92.0
	Not at all	21	8.0	8.0	100.0
	Total	261	100.0	100.0	

DAEP

BELONG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	10	9.8	9.8	9.8
	Quite a bit	14	13.7	13.7	23.5
	Somewhat	17	16.7	16.7	40.2
	Not too much	14	13.7	13.7	53.9
	Not at all	47	46.1	46.1	100.0
	Total	102	100.0	100.0	

Table 13. Independent samples test for student belonging at AEP compared to student belonging at DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
BELONG	DAEP	102	3.73	1.415	.140
	AEP	261	2.62	1.212	.075

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BELONG	Equal variances assumed	8.777	.003	7.465	361	.000	1.11	.149	.817	1.401
	Equal variances not assumed			6.975	161.978	.000	1.11	.159	.795	1.422

Table 14. Chi Square analysis of student belonging at AEP compared to student belonging at DAEP

SCHOOL * BELONG Cross tabulation

			BELONG					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	public	Count	10	14	17	14	47	102
		% within SCHOOL	9.8%	13.7%	16.7%	13.7%	46.1%	100.0%
		% within BELONG	14.9%	17.1%	18.5%	25.9%	69.1%	28.1%
	charter	Count	57	68	75	40	21	261
		% within SCHOOL	21.8%	26.1%	28.7%	15.3%	8.0%	100.0%
		% within BELONG	85.1%	82.9%	81.5%	74.1%	30.9%	71.9%
Total		Count	67	82	92	54	68	363
		% within SCHOOL	18.5%	22.6%	25.3%	14.9%	18.7%	100.0%
		% within BELONG	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	71.660[a]	4	.000
Likelihood Ratio	65.806	4	.000
Linear-by-Linear Association	48.403	1	.000
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.17.

Table 15. Count and percentage of students with various levels of feeling safe within their current school

AEP

SAFE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	66	25.3	25.3	25.3
	Quite a bit	68	26.1	26.1	51.3
	Somewhat	82	31.4	31.4	82.8
	Not too much	20	7.7	7.7	90.4
	Not at all	25	9.6	9.6	100.0
	Total	261	100.0	100.0	

DAEP

SAFE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	18	17.6	18.0	18.0
	Quite a bit	26	25.5	26.0	44.0
	Somewhat	25	24.5	25.0	69.0
	Not too much	11	10.8	11.0	80.0
	Not at all	20	19.6	20.0	100.0
	Total	100	98.0	100.0	
Missing	System	2	2.0		
Total		102	100.0		

Table 16. Independent samples t-test for student feeling of safety at AEP compared to students feeling of safety at DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
SAFE	DAEP	100	2.89	1.377	.138
	AEP	261	2.50	1.220	.076

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SAFE	Equal variances assumed	2.246	.135	2.607	359	.010	.39	.149	.095	.681
	Equal variances not assumed			2.471	161.946	.015	.39	.157	.078	.698

Table 17. Chi Square analysis of student feeling of safety at AEP compared to student feeling of safety at DAEP.

SCHOOL * SAFE Crosstabulation

			SAFE					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	18	26	25	11	20	100
		%within SCHOOL	18.0%	26.0%	25.0%	11.0%	20.0%	100.0%
		%within SAFE	21.4%	27.7%	23.4%	35.5%	44.4%	27.7%
	AEP	Count	66	68	82	20	25	261
		%within SCHOOL	25.3%	26.1%	31.4%	7.7%	9.6%	100.0%
		%within SAFE	78.6%	72.3%	76.6%	64.5%	55.6%	72.3%
Total		Count	84	94	107	31	45	361
		%within SCHOOL	23.3%	26.0%	29.6%	8.6%	12.5%	100.0%
		%within SAFE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.892[a]	4	.042
Likelihood Ratio	9.411	4	.052
Linear-by-Linear Association	6.690	1	.010
N of Valid Cases	361		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.59.

Table 18. Count and percentage of students who feel their teachers care or do not care within their current school

AEP

CARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	103	39.5	39.5	39.5
	Quite a bit	67	25.7	25.7	65.1
	Somewhat	67	25.7	25.7	90.8
	Not too much	16	6.1	6.1	96.9
	Not at all	8	3.1	3.1	100.0
	Total	261	100.0	100.0	

DAEP

CARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	22	21.6	21.8	21.8
	Quite a bit	13	12.7	12.9	34.7
	Somewhat	34	33.3	33.7	68.3
	Not too much	13	12.7	12.9	81.2
	Not at all	19	18.6	18.8	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Table 19. Independent samples test for students' feelings that the teachers care about them at the AEP compared the DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
CARE	DAEP	101	2.94	1.377	.137
	AEP	261	2.08	1.082	.067

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CARE	Equal variances assumed	6.133	.014	6.293	360	.000	.86	.137	.594	1.134
	Equal variances not assumed			5.664	150.202	.000	.86	.153	.563	1.165

Table 20. Chi Square analysis of the students' feelings that the teachers care about them at the AEP compared to the DAEP.

SCHOOL * CARE Crosstabulation

			CARE					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	22	13	34	13	19	101
		%within SCHOOL	21.8%	12.9%	33.7%	12.9%	18.8%	100.0%
		%within CARE	17.6%	16.3%	33.7%	44.8%	70.4%	27.9%
	AEP	Count	103	67	67	16	8	261
		%within SCHOOL	39.5%	25.7%	25.7%	6.1%	3.1%	100.0%
		%within CARE	82.4%	83.8%	66.3%	55.2%	29.6%	72.1%
Total		Count	125	80	101	29	27	362
		%within SCHOOL	34.5%	22.1%	27.9%	8.0%	7.5%	100.0%
		%within CARE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.998[a]	4	.000
Likelihood Ratio	39.551	4	.000
Linear-by-Linear Association	35.777	1	.000
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.53.

Table 21. Count and percentage of students who feel their teachers do or do not treat them fairly within their current school

AEP

FAIRLY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	112	42.9	42.9	42.9
	Quite a bit	71	27.2	27.2	70.1
	Somewhat	48	18.4	18.4	88.5
	Not too much	22	8.4	8.4	96.9
	Not at all	8	3.1	3.1	100.0
	Total	261	100.0	100.0	

DAEP

FAIRLY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	31	30.4	30.7	30.7
	Quite a bit	19	18.6	18.8	49.5
	Somewhat	29	28.4	28.7	78.2
	Not too much	7	6.9	6.9	85.1
	Not at all	15	14.7	14.9	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

Table 22. Independent samples test for the students' feelings that teachers treat them fairly at the AEP compared to the DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
FAIRLY	DAEP	101	2.56	1.381	.137
	AEP	261	2.02	1.109	.069

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FAIRLY	Equal variances assumed	13.238	.000	3.933	360	.000	.55	.140	.275	.824
	Equal variances not assumed			3.573	152.481	.000	.55	.154	.245	.853

Table 23. Chi Square analysis for the students' feelings that teachers treat them fairly at the AEP compared to the DAEP.

SCHOOL * FAIRLY Cross tabulation

			FAIRLY					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	31	19	29	7	15	101
		%within SCHOOL	30.7%	18.8%	28.7%	6.9%	14.9%	100.0%
		%within FAIRLY	21.7%	21.1%	37.7%	24.1%	65.2%	27.9%
	AEP	Count	112	71	48	22	8	261
		%within SCHOOL	42.9%	27.2%	18.4%	8.4%	3.1%	100.0%
		%within FAIRLY	78.3%	78.9%	62.3%	75.9%	34.8%	72.1%
Total		Count	143	90	77	29	23	362
		%within SCHOOL	39.5%	24.9%	21.3%	8.0%	6.4%	100.0%
		%within FAIRLY	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.588 [a]	4	.000
Likelihood Ratio	22.535	4	.000
Linear-by-Linear Association	14.875	1	.000
N of Valid Cases	362		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.42.

Table 24. Count and percentage of students who like or do not like their teachers at their current school.

AEP

LIKE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	100	38.3	38.3	38.3
	Quite a bit	91	34.9	34.9	73.2
	Somewhat	56	21.5	21.5	94.6
	Not too much	7	2.7	2.7	97.3
	Not at all	7	2.7	2.7	100.0
	Total	261	100.0	100.0	

DAEP

LIKE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	12	11.8	11.8	11.8
	Quite a bit	27	26.5	26.5	38.2
	Somewhat	27	26.5	26.5	64.7
	Not too much	14	13.7	13.7	78.4
	Not at all	22	21.6	21.6	100.0
	Total	102	100.0	100.0	

Table 25. Independent samples test for whether or not the students liked their teachers at the AEP compared to the DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
LIKE	DAEP	102	3.07	1.322	.131
	AEP	261	1.97	.974	.060

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
LIKE	Equal variances assumed	20.223	.000	8.725	361	.000	1.10	.126	.854	1.352
	Equal variances not assumed			7.654	145.852	.000	1.10	.144	.818	1.388

Table 26. Chi Square analysis for whether or not the students liked their teachers at the AEP compared to the DAEP.

SCHOOL * LIKE Cross tabulation

			LIKE					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	12	27	27	14	22	102
		%within SCHOOL	11.8%	26.5%	26.5%	13.7%	21.6%	100.0%
		%within LIKE	10.7%	22.9%	32.5%	66.7%	75.9%	28.1%
	AEP	Count	100	91	56	7	7	261
		%within SCHOOL	38.3%	34.9%	21.5%	2.7%	2.7%	100.0%
		%within LIKE	89.3%	77.1%	67.5%	33.3%	24.1%	71.9%
Total		Count	112	118	83	21	29	363
		%within SCHOOL	30.9%	32.5%	22.9%	5.8%	8.0%	100.0%
		%within LIKE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.358[a]	4	.000
Likelihood Ratio	64.459	4	.000
Linear-by-Linear Association	63.042	1	.000
N of Valid Cases	363		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.90.

Table 27. Count and percentages of students who try hard in the AEP and the DAEP.

AEP

TRYHARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	156	59.8	60.0	60.0
	Quite a bit	74	28.4	28.5	88.5
	Somewhat	25	9.6	9.6	98.1
	Not too much	2	.8	.8	98.8
	Not at all	3	1.1	1.2	100.0
	Total	260	99.6	100.0	
Missing	System	1	.4		
Total		261	100.0		

DAEP

TRYHARD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	35	34.3	35.4	35.4
	Quite a bit	22	21.6	22.2	57.6
	Somewhat	19	18.6	19.2	76.8
	Not too much	12	11.8	12.1	88.9
	Not at all	11	10.8	11.1	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Table 28. Independent samples test for whether or not the students try hard at the AEP compared to the DAEP

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
TRYHARD	DAEP	99	2.41	1.370	.138
	AEP	260	1.55	.792	.049

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
TRYHARD	Equal variances assumed	74.484	.000	7.461	357	.000	.87	.116	.639	1.097
	Equal variances not assumed			5.936	123.756	.000	.87	.146	.579	1.157

Table 29. Chi Square analysis for whether or not the students try hard at the AEP compared to the DAEP

SCHOOL * TRYHARD Crosstabulation

			TRYHARD					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	35	22	19	12	11	99
		% within SCHOOL	35.4%	22.2%	19.2%	12.1%	11.1%	100.0%
		% within TRYHARD	18.3%	22.9%	43.2%	85.7%	78.6%	27.6%
	AEP	Count	156	74	25	2	3	260
		% within SCHOOL	60.0%	28.5%	9.6%	.8%	1.2%	100.0%
		% within TRYHARD	81.7%	77.1%	56.8%	14.3%	21.4%	72.4%
Total		Count	191	96	44	14	14	359
		% within SCHOOL	53.2%	26.7%	12.3%	3.9%	3.9%	100.0%
		% within TRYHARD	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.517 [a]	4	.000
Likelihood Ratio	51.343	4	.000
Linear-by-Linear Association	48.288	1	.000
N of Valid Cases	359		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.86.

Table 30. Count and percentage of students who think that schoolwork is or is not important to them at both the AEP and DAEP

AEP

WORKIMP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	168	64.4	64.4	64.4
	Quite a bit	51	19.5	19.5	83.9
	Somewhat	39	14.9	14.9	98.9
	Not too much	3	1.1	1.1	100.0
	Total	261	100.0	100.0	

DAEP

WORKIMP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	31	30.4	31.3	31.3
	Quite a bit	19	18.6	19.2	50.5
	Somewhat	15	14.7	15.2	65.7
	Not too much	15	14.7	15.2	80.8
	Not at all	19	18.6	19.2	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Table 31. Independent samples test for whether or not the students think that schoolwork is important to them at the AEP compared to the DAEP

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
WORKIMP	DAEP	99	2.72	1.519	.153
	AEP	261	1.53	.787	.049

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
WORKIMP	Equal variances assumed	134.783	.000	9.682	358	.000	1.19	.123	.947	1.430
	Equal variances not assumed			7.417	118.513	.000	1.19	.160	.871	1.506

Table 32. Chi Square analysis for whether or not the students think that schoolwork is important to them at the AEP compared to the DAEP

SCHOOL * WORKIMP Cross tabulation

			WORKIMP					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	31	19	15	15	19	99
		% within SCHOOL	31.3%	19.2%	15.2%	15.2%	19.2%	100.0%
		% within WORKIMP	15.6%	27.1%	27.8%	83.3%	100.0%	27.5%
	AEP	Count	168	51	39	3		261
		% within SCHOOL	64.4%	19.5%	14.9%	1.1%		100.0%
		% within WORKIMP	84.4%	72.9%	72.2%	16.7%		72.5%
Total		Count	199	70	54	18	19	360
		% within SCHOOL	55.3%	19.4%	15.0%	5.0%	5.3%	100.0%
		% within WORKIMP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	92.429 [a]	4	.000
Likelihood Ratio	89.420	4	.000
Linear-by-Linear Association	74.501	1	.000
N of Valid Cases	360		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.95.

Table 33. Count and percentage of students who are or are not happy with their current educational experience at the AEP and DAEP

AEP

EDUCURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	104	39.8	39.8	39.8
	Quite a bit	74	28.4	28.4	68.2
	Somewhat	60	23.0	23.0	91.2
	Not too much	16	6.1	6.1	97.3
	Not at all	7	2.7	2.7	100.0
	Total	261	100.0	100.0	

DAEP

EDUCURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	17	16.7	17.2	17.2
	Quite a bit	14	13.7	14.1	31.3
	Somewhat	31	30.4	31.3	62.6
	Not too much	14	13.7	14.1	76.8
	Not at all	23	22.5	23.2	100.0
	Total	99	97.1	100.0	
Missing	System	3	2.9		
Total		102	100.0		

Table 34. Independent samples test for whether or not the students are happy with their current educational experience at the AEP compared to the DAEP.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
EDUCURR	DAEP	99	3.12	1.380	.139
	AEP	261	2.03	1.057	.065

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EDUCURR	Equal variances assumed	11.867	.001	7.974	358	.000	1.09	.136	.819	1.355
	Equal variances not assumed			7.087	143.840	.000	1.09	.153	.784	1.390

Table 35. Chi Square analysis of whether or not the students are happy with their current education experience at the AEP compared to the DAEP

SCHOOL * EDUCURR Crosstabulation

			EDUCURR					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	17	14	31	14	23	99
		% within SCHOOL	17.2%	14.1%	31.3%	14.1%	23.2%	100.0%
		% within EDUCURR	14.0%	15.9%	34.1%	46.7%	76.7%	27.5%
	AEP	Count	104	74	60	16	7	261
		% within SCHOOL	39.8%	28.4%	23.0%	6.1%	2.7%	100.0%
		% within EDUCURR	86.0%	84.1%	65.9%	53.3%	23.3%	72.5%
Total		Count	121	88	91	30	30	360
		% within SCHOOL	33.6%	24.4%	25.3%	8.3%	8.3%	100.0%
		% within EDUCURR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	60.779 [a]	4	.000
Likelihood Ratio	57.347	4	.000
Linear-by-Linear Association	54.147	1	.000
N of Valid Cases	360		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.25.

Table 36. Count and percentage of the AEP and DAEP students who were happy or not happy with their educational experience at the traditional school

AEP

EDUTRAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	70	26.8	26.9	26.9
	Quite a bit	60	23.0	23.1	50.0
	Somewhat	61	23.4	23.5	73.5
	Not too much	34	13.0	13.1	86.5
	Not at all	35	13.4	13.5	100.0
	Total	260	99.6	100.0	
Missing	System	1	.4		
Total		261	100.0		

DAEP

EDUTRAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	26	25.5	26.5	26.5
	Quite a bit	21	20.6	21.4	48.0
	Somewhat	14	13.7	14.3	62.2
	Not too much	13	12.7	13.3	75.5
	Not at all	24	23.5	24.5	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Table 37. Independent samples test for whether or not the AEP students were happy with their educational experience at the traditional school compared to the DAEP students

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
EDUTRAD	DAEP	98	2.88	1.548	.156
	AEP	260	2.63	1.359	.084

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EDUTRAD	Equal variances assumed	6.110	.014	1.473	356	.142	.25	.168	-.083	.576
	Equal variances not assumed			1.389	156.598	.167	.25	.178	-.104	.598

Table 38. Chi Square analysis of whether or not the AEP students were happy with their educational experience at the traditional school compared to the DAEP students

SCHOOL * EDUTRAD Crosstabulation

			EDUTRAD					
			A great deal	Quite a bit	Somewhat	Not too much	Not at all	Total
SCHOOL	DAEP	Count	26	21	14	13	24	98
		% within SCHOOL	26.5%	21.4%	14.3%	13.3%	24.5%	100.0%
		% within EDUTRAD	27.1%	25.9%	18.7%	27.7%	40.7%	27.4%
	AEP	Count	70	60	61	34	35	260
		% within SCHOOL	26.9%	23.1%	23.5%	13.1%	13.5%	100.0%
		% within EDUTRAD	72.9%	74.1%	81.3%	72.3%	59.3%	72.6%
Total		Count	96	81	75	47	59	358
		% within SCHOOL	26.8%	22.6%	20.9%	13.1%	16.5%	100.0%
		% within EDUTRAD	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.204[a]	4	.084
Likelihood Ratio	8.035	4	.090
Linear-by-Linear Association	2.163	1	.141
N of Valid Cases	358		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.87.

Table 41. Count and percentage for the amount of time the students have been at the AEP or DAEP

AEP

LONGCURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than a week	8	3.1	3.1	3.1
	1-4 weeks	32	12.3	12.3	15.4
	1-3 months	32	12.3	12.3	27.7
	3-6 months	22	8.4	8.5	36.2
	more than 6 months	166	63.6	63.8	100.0
	Total	260	99.6	100.0	
Missing	System	1	.4		
Total		261	100.0		

DAEP

LONGCURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than a week	20	19.6	20.4	20.4
	1-4 weeks	35	34.3	35.7	56.1
	1-3 months	23	22.5	23.5	79.6
	3-6 months	11	10.8	11.2	90.8
	more than 6 months	9	8.8	9.2	100.0
	Total	98	96.1	100.0	
Missing	System	4	3.9		
Total		102	100.0		

Table 42. Independent samples test for amount of time students have been at their schools.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
LONGCURR	DAEP	98	2.53	1.203	.122
	AEP	260	4.18	1.227	.076

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
LONGCURR	Equal variances assumed	.392	.532	-11.380	356	.000	-1.65	.145	-1.931	-1.362
	Equal variances not assumed			-11.482	177.717	.000	-1.65	.143	-1.929	-1.363

Table 44. Count and percentage of teacher responses to “I like working at this school.”

LIKEWORK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	8	66.7	66.7	66.7
	Quite a bit	3	25.0	25.0	91.7
	Somewhat	1	8.3	8.3	100.0
	Total	12	100.0	100.0	

Table 45. Count and percentage of teacher responses to “the students enjoy coming to this school.”

STUENJOY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	3	25.0	25.0	25.0
	Quite a bit	4	33.3	33.3	58.3
	Somewhat	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Table 46. Independent samples test comparing teacher perception to student feelings on if the students enjoy coming to the school

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
HAPPY	DAEP	102	3.64	1.363	.135
	Teachers	12	2.17	.835	.241

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
HAPPY	Equal variances assumed	6.222	.014	3.650	112	.000	1.47	.403	.672	2.269
	Equal variances not assumed			5.324	18.777	.000	1.47	.276	.892	2.049

Table 47. Count and percentage of teacher responses to “the students at this school feel like the teachers care about them.”

TCHRCARE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	4	33.3	33.3	33.3
	Quite a bit	4	33.3	33.3	66.7
	Somewhat	4	33.3	33.3	100.0
	Total	12	100.0	100.0	

Table 48. Independent samples test comparing teacher perception to student feelings on if the teachers care.

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
CARE	DAEP	101	2.94	1.377	.137
	Teachers	12	2.00	.853	.246

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CARE	Equal variances assumed	2.895	.092	2.309	111	.023	.94	.407	.133	1.748
	Equal variances not assumed			3.338	18.675	.004	.94	.282	.350	1.531

Table 49. Count and percentage of teacher responses to “This school treats students fairly.”

TRETFAIR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	7	58.3	58.3	58.3
	Quite a bit	5	41.7	41.7	100.0
	Total	12	100.0	100.0	

Table 50. Independent samples test comparing teacher perception to student feelings on if the school treats students fairly

Group Statistics

	SCHOOL	N	Mean	Std. Deviation	Std. Error Mean
FAIRLY	DAEP	101	2.56	1.381	.137
	Teachers	12	1.42	.515	.149

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
FAIRLY	Equal variances assumed	10.784	.001	2.845	111	.005	1.15	.403	.348	1.947
	Equal variances not assumed			5.669	35.037	.000	1.15	.202	.737	1.559

Table 51. Count and percentage of teacher responses to “this school cares about the success of the students.”

CARESUCC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A great deal	10	83.3	83.3	83.3
	Quite a bit	2	16.7	16.7	100.0
	Total	12	100.0	100.0	

APPENDIX ONE

Dear student,

Thank you for participating in this survey. It is designed to measure how well you like your current school, and what changes could be made to make this school more enjoyable for you. Please take the time to answer each question honestly and to the best of your knowledge. The results of this survey could be used in the future to determine how to change alternative schools to make them a better place.

1. Are you male or female?

Male ⬭ Female ⬭

2. Were you assigned to this school?

Yes ⬭ No ⬭

How much do you agree with the following statements?

3. I am happy to be at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- Not at all

4. I feel as if I really belong at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- ⬭ Not at all

5. I feel safe at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- ⬭ Not at all

6. My teachers care about me at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- ⬭ Not at all

7. My teachers treat me fairly at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- ⬭ Not at all

8. I like my teachers.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat
- ⬭ Not too much
- ⬭ Not at all

9. I feel close to the people at this school.
- ⬭ A great deal
- ⬭ Quite a bit
- ⬭ Somewhat

⬭ Not too much

⬭ Not at all

10. I try hard in school.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

11. School work is very important to me.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

12. I feel as if I don't belong at this school.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

13. My teachers do not care about me.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

14. I do not like my teachers.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

15. I am happy with my current educational experience at this school.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

16. I was happy with my educational experience at the traditional school.

⬭ A great deal

⬭ Quite a bit

⬭ Somewhat

⬭ Not too much

⬭ Not at all

17. Why did you leave your last school?

⬭ Disciplinary reasons

⬭ Pregnancy

⬭ Work

⬭ Moved homes

⬭ Don't know

18. How long have you been at this school?

⬭ Less than a week

⬭ 1-4 weeks

⬭ 1-3 months

⬭ 3-6 months

⬭ More than 6 months

19. During my high school career, I have attended ___ school(s).

⬭ 1

⬭ 2-3

⬭ 4-5

⬭ 5-8 ⬭ more than 8

20. What do you like best about your current school?

_____

_____

_____

_____

21. What do you like the least?

_____

_____

_____

_____

22. What do you like best about the last traditional school you attended?

_____

_____

_____

_____

23. What do you like the least?

_____

_____

_____

_____

APPENDIX TWO

Dear teachers,

Thank you for participating in the following survey. This survey is designed to get an idea about the alternative school environment. The results of this survey may be used to determine how alternative schools can be reformed for higher teacher and student satisfaction.

How much do you agree with these statements?

1. I like working at this school.
   - ⬭ A great deal
   - ⬭ Quite a bit
   - ⬭ Somewhat
   - ⬭ Not too much
   - ⬭ Not at all

2. The students enjoy coming to this school.
   - ⬭ A great deal
   - ⬭ Quite a bit
   - ⬭ Somewhat
   - ⬭ Not too much
   - ⬭ Not at all

3. The students at this school feel like the teachers care about them.
   - ⬭ Quite a bit
   - ⬭ Somewhat
   - ⬭ Not too much
   - ⬭ Not at all
   - ⬭ A great deal

4. This school treats students fairly.
   - ⬭ A great deal
   - ⬭ Quite a bit
   - ⬭ Somewhat
   - ⬭ Not too much
   - ⬭ Not at all

5. This school cares about the success of students.
   - ⬭ A great deal
   - ⬭ Quite a bit
   - ⬭ Somewhat
   - ⬭ Not too much
   - ⬭ Not at all

Teacher post-survey results questions

Interview

1. Were the results what you expected?
2. Does seeing the survey results change your perception about the school?
3. Which perception of the students would you like to change the most?
4. How could you do this?
5. What kinds of things do you think will raise attachment levels at your school?
6. Why did you choose to teach at an alternative school?
7. What special things do you think your school has to offer?
8. What do you feel is working for your school? What isn't?
9. Do you think that class size affects your ability to engage in a flexible curriculum?
10. Is there anything else you would change about your current school?

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Vita

Emori Starr Cordero was born in El Paso, Texas on September, 21, 1978, the daughter of MariaElena Elenora Tice and Bobby Lloyd Tice. She graduated from Southwest Texas State University in May of 1999, with a B.A. in political science. From 2000-2003, she worked as a teacher for Seguin Independent School District, teaching 4th and 6th grades. She completed her M.Ed. in December 2002 at Southwest Texas State University. In November 2003, she married the love of her life, Robert Cordero. Soon after the wedding she applied and decided to enroll in The University of Texas at Austin to pursue her Ph.D.

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